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ABSTRACT

The intent of this handbook is to provide guidelines for tutor-trainers, reading directors, and the community coordinators who need help in organizing programs for training reading tutors. The handbook is divided into three parts. "Reading Directors' Organizational Guidelines" is intended to give direction necessary to form the support group for the tutoring program at the community level; "Tutor-Trainers' Guidelines" provides information useful in the development of the training programs for volunteer tutors; "Teacher-Orientation Guidelines" provides a rationale and gives direction necessary for the trainer and community coordinator to orient school staffs to the overall program. This handbook is one of three developed for the Right-to-Read tutor-training program; the others are "Tutoring Resource Handbook for Teachers" (CS 002 045) and "Tutors' Resource Handbook" (CS 002 046). (RB)

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DHEW Publication No. (OE) 74-00102

Tutor Trainers'-Resource Handbook

part a.—reading directors' organizational guidelines

part b.—tutor-trainers' guidelines

part c.—teacher-orientation guidelines

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Caspar W. Weinberger, *Secretary*
Charles B. Saunders, Jr., *Acting Assistant Secretary for Education*

Office of Education
John Ottina, *Commissioner*

CS 002 047

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FOREWORD

The intent of the "Tutor-Trainers' Resource Handbook" is to provide guidelines for tutor-trainers, and/or reading directors, and the community coordinators who need help in organizing programs for training reading tutors at the local level.

This publication is one in a series of three handbooks developed for the Right-To-Read tutor-training program. The others are the "Tutoring Resource Handbook for Teachers" and the "Tutors' Resource Handbook." All three were prepared under the supervision of the Right-To-Read staff of the U. S. Office of Education. They focus on ways to plan and improve tutoring programs for children who need special help in learning to read during their first years in school.

The materials in this handbook are in a large part drawn from publications previously prepared by Leo C. Fay, J. Laffey, and Carl Smith of the Indiana University Reading program faculty, under a grant from the Office of Education to the National Reading Center. The adaptations and additional materials for this publication were undertaken by John E. Helfrich and Mary Jean LeTendre of the Office's Right-To-Read staff.

Children are our Nation's most precious investment. Your interest in and support of training programs for reading tutors are indeed noteworthy. In your role of helping children learn to read, you join the National Right-To-Read Effort and thereby become a contributor to the achievement of the Right-To-Read program's goal.

Ruth Love Holloway
Director
Right-To-Read Effort

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INTRODUCTION

This book has been designed to incorporate three separate, but related, topics under one cover. They are:

Part A.—Reading Directors' Organizational Guidelines

Part B.—Tutor-Trainers' Guidelines

Part C.—Teacher-Orientation Guidelines

The local reading director will utilize all of this information in developing the program at the local level. Each part has a discrete use.

- Part A, "Reading Directors' Organizational Guidelines," is intended to give direction necessary to form the support group for the tutoring program at the local level.
- Part B, "Tutor-Trainers' Guidelines," will provide information desirable when developing a training program for tutors.
- Part C, "Teacher-Orientation Guidelines," gives direction necessary for the trainer and community coordinator to orient school staffs to the overall program.

Taken together the three parts provide information basic to starting and sustaining the volunteer program in your community.

More specifically Part A, "Reading Directors' Organizational Guidelines," provides the details necessary for organizing the program and a support group composed of interested voluntary organizations and bureaus, business and industry, and other associations interested in supporting the tutoring concept. Molding the voluntary organizations and associations into a viable support system is dealt with in appropriate detail. The support group has representation on the local reading task force and form the backbone of the program.

Part B, "Tutor-Trainers' Guidelines," outlines the activities for the recommended 20 hours of training for the volunteer tutors. It also contains ideas to help the trainers generate an interesting and pertinent curriculum that uses seminar and simulation type activities. Of the 20 hours, 6 to 8 hours should be "practice tutoring" under the supervision of the trainer. This permits an easy transition when the tutors actually begin working in the school.

Part C, "Teacher-Orientation Guidelines," is an aid for orienting school faculties to the tutoring program options and details. This function is carried out jointly by the tutor-trainer and the community coordinator before the program gets underway in the school. It provides an opportunity for the school staff to receive details concerning the program and respond or raise questions about points which may need clarification or modification to fit the constraints of a particular school operation.

This handbook should be available to each tutor-trainer and community coordinator who is involved in the tutoring program. It is not intended to be the ultimate word, but rather a starting point which gives ideas to be elaborated upon, expanded, or modified so that this program will become *YOUR* program suited to your unique needs and built-in operations. Take this information and make it work for you.

Finally, it is important to stress the fact that this entire program is structured in such a way that the professional teacher is in charge of who is tutored, where, when, and by whom.

Part A
Reading Directors' Organizational Guidelines

INTRODUCTION

Recent statistics (1969–70) from the U.S. Office of Education showed that 3 out of 10 children in grades 1 through 12 have a reading handicap. This means that some 7 million children in the United States have difficulty in learning how to read. This also means that unless they receive help before they become young adults, many will find it difficult to get and hold a job because they lack the required reading skills; they will be among the uninformed and unable to make a contribution to society. All children who have reading problems need help, but some need more than others. Unfortunately, many teachers in today's classrooms have too little time to give these students the individual attention they need.

To increase the manpower devoted to helping children acquire basic reading skills, a nationwide Volunteer Reading Tutor-Training Program has been developed. The aim of this program is to train volunteer reading tutors who, *under the supervision of a qualified teacher*, will work with elementary school children in neighborhood schools. Studies indicate that when teachers work closely with parents, their children's reading skills often improve. Some parents, however, are unable or are not always available to help fill this need. Trained volunteers, working with children who need help on a one-to-one basis, under the direction of a professional, can provide the individualized help these children need.

How the Program Works

The State department of education and State advisory committee, along with statewide organizations such as the PTA, the American Library Association, and the Urban League, or Church Women United, join to plan and conduct a tutor-training workshop in the State.

First, planning meetings are held in the State. The State education agency's (SEA's) reading director would be the program chairman as well as one of the trainers and help assemble: (a) approximately 100 tutor-trainers who, with local reading directors, have experience in teaching reading at the elementary school level and the ability to communicate skills and relate to other adults; and (b) about 50 program coordinators—persons who have a knowledge of the community and its resources and have experience in working with public and community organizations, particularly a parent group such as the PTA

Next, a 2-day workshop for these trainers and coordinators is held in a convenient location in the State. Trainers are taught how to use the tutor-training materials. Community coordinators are taught how to recruit, organize, and give various types of support to the volunteer service. They are also prepared to return and teach the volunteer building coordinators to run the program at the local level.

Every State-level trainer workshop will prepare local education agency (LEA) reading directors as tutor-trainers. The LEA trainer then returns to the home community, and, during the year, has the capability to train sufficient numbers of volunteer reading tutors to implement and service the volunteer program in that community. Accordingly, a full contingent of tutors can be prepared in a State during 1 year to help elementary school children in reading. In larger communities, the LEA reading director may also train additional tutor-trainers to meet the demand for accelerated or ongoing tutor-training programs.

The locally trained reading tutor should be interested in children, experienced in relating to them, dependable and prompt, and have a flexible, friendly, patient, and optimistic personality.

In order to provide support for the Volunteer Reading Tutor-Training Program at the local level, a local reading task force should be estab-

lished and undertake the formation and support functions necessary for a successful program.

Organization of the Local Right-To-Read Task Force

The Right-To-Read Task Force is brought together and chaired by the LEA reading director. The Right-To-Read Task Force is an integral part of the local reading program.

The task force should reiterate the commitment to the program's goals, review the concept of volunteerism with its members, and begin to assign individual roles.

Right-To-Read Task Force Membership

The local Right-To-Read Task Force generally should include representatives from the following groups or organizations:

—the school's central administrative staff
—teachers' organizations
—existing school volunteer programs
—local voluntary organizations and bureaus
—business and industry
—community relations organizations
—service clubs
—churches and fraternal organizations
—program coordinators who were trained in the 2-day workshop
—military organizations involved in community programs
—agencies and organizations involved in the basic education of adults
—PTA's, and other interested parents

The local coordinating committee should also include persons with skills in public relations, budgeting and fund raising, and recruitment. Consider public relations as being an essential component to the volunteer effort in the community.

The Local Right-To-Read Task Force's Support Function

The Right-To-Read Task Force will support the program in four major ways:

(1) Recruit a community coordinator to work with the local education agency's reading director and to attend the statewide 2-day workshop.
(2) Estimate the need for, and help recruit, potential tutors for training.
(3) Form a liaison between local volunteer groups who supply tutors and participating schools by coordinating the provision of resource materials, training sites, and personnel.
(4) Provide local schools with information about the volunteer tutor program.

Functions of the Right-To-Read Task Force in the Volunteer Tutor Program

After the 2-day State training workshop for the local education agencies' reading directors and community coordinators, the major role of the local Right-To-Read Task Force will be to assist the local education agency's reading director with program implementation at the local level. The local education agency's Right-To-Read Task Force will achieve this goal through a variety of activities. For example, the task force would—

1. Conduct a survey of local schools to determine the number of tutors to be assigned initially to each school.
2. Set a recruitment quota of volunteers for each participating organization and establish a schedule for this recruitment. (The Right-To-Read State-level training workshop will prepare local education agencies' reading directors and community coordinators to help with recruitment at the local level.)
3. Determine, with the tutor-trainers, a schedule of training sessions for tutors.
4. Select and secure adequate training sites.
5. Secure the additional tutor-training materials needed for training volunteers from the State's Right-To-Read Office and the U.S. Government Printing Office, or duplicate materials already available.
6. Assist the community coordinators in recruiting a building coordinator for each elementary school in the district; plan and implement a training program for the building coordinators. (It is desirable that the designated building coordinator have experience as a school volunteer or tutor, a working knowledge of school-parent organizations, and administrative know-how in effectively delegating responsibility.)
7. Make provision for scheduling teacher-orientation sessions, to be led by the local education agency's reading director and community coordinator in the participating schools. (This orientation program agenda

will be included in the State training workshop.)

8. Arrange for local publicity to inform the community of the tutor program. (Note: Four sample job descriptions and a sample press release are on pages 11-15—the last section of Part A. These samples may or may not meet your needs; they will, however, provide information which can be of value to you when designing your program.)

Materials To Be Distributed at State Workshops

At the statewide tutor-trainer workshop the materials necessary to start and sustain the volunteer tutoring program at the local level will be disseminated. These have been procured by the State and local education agencies through the U.S. Government Printing Office. Check with your State reading director on how to order additional materials when needed.

Each coordinator and trainer will receive a copy of the "Tutor-Trainers' Resource Handbook." This publication has three main parts. Part A.—"Reading Directors' Organizational Guidelines," a brief account of the events and processes which must be accomplished in order to implement the program; Part B.—"Tutor-Trainers' Guidelines," a suggested curriculum guide to be used by the local reading directors (the tutor-trainers) in developing the 20-hour training workshop for the volunteers; and Part C.—"Teacher-Orientation Guidelines," a section designed to guide trainers and community coordinators who are preparing to orient school staffs to the tutoring program.

An appropriate number of copies of the "Tutors' Resource Handbook" will also be distributed. This handbook provides some details for the tutors to help them become more efficient in their role. In addition, there are some 60 reading objectives which form the basis for the training activity and the initial tutoring skills which will be demonstrated by the tutor. For each objective there are two assessment exercises which serve as examples of what can be developed to help assess a student's reading development. This handbook is intended for the tutor and serves as a basic guide for lesson planning.

The third handbook to be handed out at the workshop is the "Tutoring Resource Handbook for Teachers." The information in this book follows the teacher-orientation information contained in the "Tutor-Trainers' Resource Handbook." The handbook for teachers must be distributed to all participating teachers for use in developing an effective program for and relationship with the tutors assigned to them.

When ordering or reordering the materials, the following rule of thumb is recommended:

Tutor-Trainer.—(the local reading director). A copy of the "Tutor-Trainers' Resource Handbook" is absolutely necessary. For informational purposes, it would be desirable to have a copy of the "Tutors' Resource Handbook" and a copy of the "Tutoring Resource Handbook for Teachers."

Tutors.—Necessary to have a copy of the "Tutors' Resource Handbook" for each tutor.

Teachers.—Necessary to have a copy of the "Tutoring Resource Handbook for Teachers." It is also desirable to have a few copies of the "Tutors' Resource Handbook" available for reference.

The Role of the School in Launching a Volunteer Tutor Program

The need for a tutor program in your community must be determined by appropriate school personnel—the central school administration, school principals, and teachers. This survey of needs should be made early in the planning, so that goals may be determined.

Principals would normally be informed of the program and authorized to participate by the central school administration. If a principal expresses interest in the program, he would then determine his teachers' interest and the school's need for volunteer tutors. If a teacher is not initially interested in using volunteers, this decision must be taken into consideration. Often, as the program progresses, teachers observe the success that other teachers have with volunteers' help and will request tutors for their students.

Conclusion

At least 75 percent of all Americans can read. Their job is to help the other 25 percent to get their fair chance to learn through a Right-To-

Read program now—in this decade. Citizens, as concerned volunteers, must rise to this challenge. Almost anyone can find 2 or 3 hours a week to help another American learn to read or to read better. It can be done. It is being done. Many communities throughout the Nation have instituted volunteer reading programs, where trained tutors, working side-by-side with teachers, are helping to improve the reading skills of school-age children.

Sample Forms

– Job Descriptions
– News Release

Sample Job Description

Job Title: Reading Director Tutor-Trainer

Job Objectives: (1) To train tutors, both paid and/or volunteer; (2) to provide elementary school children with additional assistance in learning to read.

Functions:

Train volunteer reading tutors (according to community need), over a 12-month period, using Right-To-Read methods and materials.

Conduct 2- or 3-hour teacher-orientation sessions in each participating school.

Train additional, qualified tutor-trainers, if community size requires many more than the initial potential of tutors.

Assist teachers, when requested, with inservice refresher training for tutors when necessary.

Evaluate and improve quality of training programs.

Qualifications: (If, in addition to the reading director)

Experience in teaching reading at elementary school level.

Ability to communicate skills and relate to other adults.

Prefer that the trainer be a volunteer with adequate time available for training program.

Training: Complete 2-day statewide tutor-training workshop, or be trained by a trainer who completed this workshop.

Responsible To: School administration and to the LEA reading director.

Sample Job Description

Job Title: Reading Tutor

Job Objectives: To provide reinforcement to a child with reading difficulties through a one-to-one relationship as an instructional aide; to improve a child's self-image; and to expand a child's learning experiences.

Place To Work: In school classroom or place designated by principal; or in other tutoring site such as a church, community center, or other facility.

Hours: Twice a week. Minimum; for 1 hour.

Duration of Job: Until end of school year.

Duties: Under the direction and guidance of the teacher, the reading tutor will:

Help the child to develop a positive self-image and sense of self-worth through personal concern and reassurance about himself and his schoolwork.

Help the child develop a positive attitude toward reading.

Help the child overcome deficiencies in specific reading skills.

Qualifications:

Good health; agree to conform to local health requirements for school personnel.

Dependability and promptness.

Ability to relate to children and understand their needs.

Respect for confidentiality.

Flexibility, friendliness, and patience.

Dress to conform with standards set for school personnel.

Orientation and Training:

Sixteen to 20 hours of training in reading tutoring (including practicum).

Basic orientation to the school, its facilities, policies, and volunteer program.

Additional inservice training when necessary.

Responible To: The teacher under whose direction the tutor is working. The reading tutor will also cooperate with the principal, or his appointed school staff representative, and the building coordinator.

Sample Job Description

Job Title: Program Coordinator

Job Objectives: (1) In cooperation with the LEA Task Force and school administration, to organize, develop, and direct the tutor-training program on the local level. (2) To recruit and train coordinators to work at the building level.

Functions:

Serve as ex officio member of LEA Task Force, which establishes goals and implements the tutor program.

Recruit and train a building coordinator for each school building where program will be operating.

Assist the LEA Task Force with organization and administration of tutor program activities—recruitment, interviewing, and referral of volunteers to schools requesting tutors.

Determine schedule with tutor-trainers for training sessions.

Select adequate training sites for each trainer and/or training session.

Secure additional tutor-training materials for training of volunteers, from State education agency.

Establish schedule for teacher-orientation sessions in conjunction with reading director trainer.

Assist tutor-trainer in conducting teacher-orientation sessions.

Assist building coordinators in recruiting, interviewing, placing, supervising, and other aspects of programing for volunteers.

Maintain records of volunteers' activities.

Work with subcommittees, such as recruitment and public relations, to develop plans and procedures.

Evaluate, process, and report results to LEA Right-To-Read Task Force.

Qualifications:

Experience in working with public and community organizations, particularly parent groups such as PTA's.

Knowledge of community and its resources.

Experience as reading tutor helpful.

Understanding of children.

Mobility to travel to participating schools.

Ability to train and service building coordinators.

Prefer that coordinator be a volunteer, with adequate time to devote to planning and implementing program, particularly during initial year.

May be staff member of existing school volunteer program.

Training:

Complete 2-day statewide workshop for community coordinators, or complete course of training given by a community coordinator who has attended this workshop.

Attended at least one series of tutor-training sessions in local community.

Responsible To: School administration and to LEA Task Force.

Sample Job Description

Job Title: Building Coordinator

Job Objective: To act as liaison between professional staff of school and the volunteers in the school.

Place of Work: In school building and at home.

Hours: Two hours 3 times a week minimum, for a period of at least 2 years. (Two hours per schoolday desirable.)

Functions:

Assist in orientation of school staff.

Process teacher requests for volunteer tutors.

Enlist support of neighborhood agencies and publications, coordinating promotion with tutor program public relations committee.

Help in recruitment of tutors.

Secure (or receive through pipeline) volunteer tutors' applications, conduct interviews, review tutors' job descriptions, and assign volunteers with help or concurrence of principal.

Arrange for training sessions for prospective volunteers.

Provide basic tutor orientation at the building level.

Confer with principal and teachers when necessary.

Maintain resource materials and supplies for volunteers.

Maintain any records felt desirable or established by LEA reading director.

Arrange for substitutes when volunteers must be absent.

Plan for ongoing motivation of volunteers.

Maintain regular communication with community coordinator.

Qualifications:

Ability to effectively delegate responsibility, explain "why" of jobs, make decisions, generate teamwork, and loyalty.

Working knowledge of school-parent organizations; active membership in such an organization desirable.

Understanding needs and problems of children.

Experience as school volunteer or tutor desirable.

Training:

Training in basics of recruitment, placement, motivation, and evaluation of school volunteers. (The community coordinator usually conducts this course of training.)

Attend at least one complete tutor-training course conducted for tutors in the community.

Responsible To: School principal and community coordinator.

Sample News Release

(YOUR ORGANIZATION LETTERHEAD)
(Do press release double-spaced as follows)

For Release: (IMMEDIATE or date) CONTACT: (Name)
For Release: (IMMEDIATE or date) CONTACT: (Phone)

Volunteers Sought To Help Elementary School Children Improve Reading Skills

A training workshop for volunteer reading tutors will be held in (place) beginning (date) .

Sponsored by (name of organizations) , the workshop is open to all those interested in assisting children a few hours regularly each week.

Tutors will work in a local school, under direction of a primary grade teacher.

The workshop will give 16–20 hours of training over a week period. Volunteers will be provided with the "Tutors' Resource Handbook" and other aids. Upon completion of the course, reading tutors will work with children who need their help in neighborhood schools.

The workshop will be conducted by the Local Education Agency (LEA) Task Force trainers, prepared under the sponsorship of the Right-To-Read office of the U.S. Office of Education.

Volunteers who wish to help elementary school children improve their reading skills may sign up for the tutor-training workshop by contacting (name, telephone, address).

(Name of State) is one of the States participating in this national effort to generate thousands of trained reading volunteers by the end of this year.

Part B
Tutor-Trainers' Guidelines

INTRODUCTION

Part B of this handbook is designed to help trainers of tutors who will work with primary grade children in reading tasks. In a sense it is a kind of teacher's guide because it provides an outline of activities to use in training non-professional tutors to help children with reading.

However, this is not merely an outline of content and topics. This guide also provides direction for the tutor-trainer and provides information upon which the trainer can base discussions and guide the learning of the prospective tutors. Simulation activities are also included to help give a sense of reality to the tutor-training. It is desirable for a learner to experience in some concrete form the concepts and skills that are being discussed in the class.

This guide is not meant to restrict a tutor-trainer, but it does indicate the attitudes and skills that a tutor should exhibit in order to assist the classroom teacher and the student. In a survey conducted by the former National Reading Center, classroom teachers indicated which skills they thought the tutor could help teach. The skills described in these guidelines are the ones that the teachers identified in the survey. The trainer will use these materials in many different creative ways.

It is desirable to develop a series of visual aids to make the presentation more dynamic. Tape recordings, charts, overhead transparencies, and slides can be used to motivate and interest the tutor, thus, giving a demonstration of what it means to engage a learner in interesting activities.

There are 12 units in this tutor-training program (see "Contents," p. v). The tutor-trainer will find that the material is sufficient to occupy the prospective tutor for a minimum of 1 hour per unit. The available time must be allocated by each tutor-trainer to meet the needs of the tutors. Planning will guarantee that the information in each unit will be communicated to the tutors.

On the subject of communicating information, the tutor-trainer should remember that tutors usually are not professional educators and therefore may not understand some of the language and concepts in this guide. For that reason, the tutor-trainer must insure that the presentations are simple, direct, and prompt. It is hoped that each tutor-trainer will study the outline when preparing a new unit, and then present that outline in such a way that the tutors understand their role when using the material.

The various parts of each unit are briefly described here so that the tutor-trainer understands their intent.

1. The "Introduction" provides a brief commentary on what the tutor-trainer and the tutor can expect to happen. This is often a paragraph in expository format, and could even be read to the tutor, although it is preferable that the tutor-trainer grasp the heart of the idea and then communicate that idea in his own way.

2. Each unit will have a statement of "Objectives;" that is, the expected competencies that should be demonstrated by the tutor when that unit is completed.

3. Each unit contains an "Outline" of the topic to guide the discussion and to provide some key words and concepts to help the trainer convey the essential points to the tutor.

4. Each unit will suggest some kind of "Simulation Activity." In some instances a body of information will be provided for the tutor, and he must solve a problem according to a set of guidelines or rules. Basically, however, the simulation activity is an attempt to give the tutor a chance to be involved in a situation similar to that which will be demonstrated in tutoring. It is an attempt to make concepts more concrete. In addition to making the program more interesting and more fun, it also gives

the tutor a sense of security in doing the kinds of things that will be done when tutoring.

5. The "Summary" is a brief statement of what the lesson contains. Perhaps the tutor-trainer will want to read it to the group of tutors he is working with. If he does so, the conclusion of the unit will be quick and to the point. Brevity is a valuable asset in dealing with tutors.

6. Discussion questions are provided, although it is not necessary to use them. Should they prove helpful in the work of the group, then the study questions included here can be used as a guide.

7. At the end of many of the instructional units there is an evaluation instrument which the tutor-trainer can use to assess tutor's knowledge of the concepts and ability to perform the tutoring tasks indentified in these units.

Given the preceding breakdown of instructional units, the tutor-trainer ought to be able to guide tutors through a whole set of experiences related to helping poor readers. The tutors will be alert to the kinds of skills and attitudes that they can best convey and they will have specific lesson plan examples on how those operations can be carried out in the classroom.

The lesson plans also include an identification of easily obtainable materials—such as poster boards, colored paper, crayons, marking pens, paste, rulers, and so on—to make it as easy as possible for the tutor-trainer to direct the tutor to specific and concrete means of carrying out the lessons.

In conclusion, the tutor-trainer should remember that this guide is not meant to be a script to be read verbatim to the tutor. It is a set of objectives and directions that may be modified and adjusted to suit the skill, confidence, and energy level of the tutors.

UNIT I: THE ROLE OF THE TUTOR

Objectives

The tutor's role is to provide the encouragement and support of a friend:

1. The tutor will help the child to develop a *positive self-concept* by complimenting him or her on appearance, thinking, and schoolwork.
2. The tutor will show acceptance of the child by listening to what he she has to say.
3. The tutor will help the child to develop a positive attitude toward learning (to think of himself or herself as a person who can learn) by assigning, in consultation with the teacher, learning tasks which the child understands and can do, and by praising the child when he does well.
4. The tutor will not berate the child for mistakes, but will encourage him so that the child will respond to materials of ever-increasing difficulty.

Handout:

Simulation Exercise

Introduction

The child with a substantial reading deficit very often has conceptual and attitudinal problems as well. Before the tutor can begin teaching specific skills, he must first correct the child's possibly negative self-image and poor attitude toward reading and school in general. These attitudinal changes must be continually reinforced in all tutoring activities.

Outline of material to be covered

I. The tutor is a friend:

A. The tutor helps to develop a positive self-concept in the child by providing positive feedback. Children who have consistently failed frequently have a negative feeling about themselves. They may feel that they are bad, ugly, and stupid. This may be either the cause or result of their failure. A tutor can help these children to understand that they are acceptable to others through positive comments. For instance, tutors can tell a child that they like something about the child's physical appearance. They can tell the child that his ideas are interesting or that his responses are good, that he works hard, and that to be in his company is enjoyable. A child develops his self-concept from the reactions of others toward him. The tutor can help by reacting favorably and commenting positively about a child's looks or actions.

B. The tutor helps the child to develop a positive attitude toward learning by providing experiences which can be successfully completed. Poor readers usually think of themselves as persons who cannot succeed, and therefore will not make a sustained effort to succeed. They will not learn as long as they feel that they *can't*. These children first must have many opportunities to experience success before they develop the attitude that they *can* succeed.

The tutor can provide the child with successful learning experiences by assigning tasks that can be performed successfully. *Tell* him that his performance is good. *Praise* his efforts and achievements, and frequently *encourage* him when his assignment is difficult. When he makes a mistake, say: "That was a good try" or "I'm glad you tried that even though it was difficult."

It is not a good idea to tell a child "I know you can do it because it's easy." Tell him instead that it may be difficult, but, "I think you can do it." Then if he succeeds, he feels he has accomplished something. If he doesn't succeed, he has saved face—he doesn't feel that he is stupid (as he might if he failed at an "easy" task).

C. The tutor is a model with whom the child can identify. Many poor students have the attitude that it isn't important to do well in school. This also can be either a cause or a result of

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prior failures. If a child does poorly in school, his defensive reaction to his failure may be that he decides education isn't important anyway. To motivate the child to learn, the tutor must try to alter the child's attitudes and values concerning education. One way to accomplish this is to provide the child with a person who is a model of the values the child needs to adopt. This person must be someone with whom the child can identify.

If the tutor has a good relationship with the child, values that are important to the tutor may become important to the child. Thus, the child may learn to value being able to read and doing well in his schoolwork. Liking the tutor and wanting to please can inspire the child to work harder to learn to read, although the tutor must emphasize that the child works and learns for himself, not primarily for the tutor.

II. The tutor is a personal teacher:

The one-to-one relationship in a tutoring situation provides an opportunity for program planning suited to an individual child.

A. *Pacing:* Instruction can proceed as slowly or as quickly as is needed for a particular child.

B. *Interest:* Activities can be planned for the child that are built around his particular interests.

C. *Attention:* The child is most likely to be attentive in a one-to-one situation. He can relate to a teacher in a 1 to 1 situation much more easily than in a 30 to 1 relationship.

D. *Anxieties:* The child does not have to be concerned about experiencing failure or competing with his peers. He is unlikely to be a disciplinary problem since he does not need to compensate for failure by "showing off" to classmates.

III. The tutor is a counselor-friend:

The tutor can sometimes help a child by being willing to listen to his problems. The child then has a counselor-friend who makes him feel secure and helps relieve anxieties by giving him a chance to talk about his worries and grievances. However, the tutor should not indulge in taking sides against a teacher, thereby damaging this relationship.

IV. The tutor is an aid to the teacher:

The tutor can help the teacher by following the teacher's suggestions for instruction and providing her with feedback about the child's performance.

Handout: Simulation

Directions to the Tutor

It is important for the tutor to realize that a child who is unsuccessful in reading may have some very negative attitudes toward it. The tutor's most significant role will be to help the child think of himself as someone who *knows* that he can learn to read and wants to read. The child needs a variety of activities that are interesting and that he is *able* to do. You, the tutor, will need to give him frequent praise for his efforts and successes. It will be the tutor's responsibility, not the child's, to direct the activities. The child should have some choice in activities or materials to use, but he should also understand that time spent with the tutor is to be used to help him improve his reading skills. Sometimes the child who fears failure will protect himself by not trying to learn; that is, he may try to get the tutor to play ball during tutoring time, or he may just refuse to do whatever his tutor wants him to do.

Jot down some ideas you may have for handling these situations. Then discuss these with several of your fellow tutors. *After* your discussion with the tutors read the following questions and suggestions for some other ideas to help you in these situations.

Discussion questions (you may wish to role play these situations):

1. What would be your response if the child asks you to go to the playground during the tutoring session to play ball? What will you say to the child?

2. What comments can you make during the lesson that will indicate you approve of his work? What would you say if he makes an error?

3. What kinds of general comments can you make to the child that will make him feel good about himself?

4. What can you do if the child is unable or refuses to do the lesson the teacher has prepared for you to do with him?

Suggestions to the tutor concerning discussion questions:

1. What would be your response if the child asks you to go to the playground to play ball with him?

a. You might suggest to the child that you could arrange to meet him sometime after school hours (with permission from his parents, of course) to take him to a ball game, or to play ball with him, if you can.

b. During the tutoring time, you might suggest that the number of right answers on the exercises he is doing will be scored as hits and those he misses will count as flys, and so on. Perhaps he would enjoy writing or dictating a story about a game when he finishes the assigned work, reading or being read to about baseball, or playing a word game like baseball. Some easy books about baseball that he might read include: Renick, Marion, *Boy at Bat*; Brewster, Benjamin, *First Book of Baseball*; Corbett, Scott, *The Baseball Trick*.

2. What comments can you make that indicate you approve of his work?

a. Tell him things like, "You are doing a good job, that was a hard one, but you did very well." "You certainly are a good worker!" "I like that answer. It shows you really thought about it!"

b. If he makes a mistake, say, "That was a good try, but not quite what we need. Try it again." "Your answer was good, but maybe there is a better one." "You are a hard worker, I'm glad you answered that."

3. What kinds of general comments can you make to a child that will make him feel good about himself?

a. "I like your new hairdo." "Is that a new dress? It's very becoming." "You look very pretty today."

b. "I saw you playing baseball. You throw a good curve ball."

c. "I saw you in the hall today. You certainly have a lot of friends."

d. "People must like you a lot. You are so much fun to be with."

e. "I like your stories. Maybe we can get together and write them down so others can enjoy them."

f. "You certainly have a nice smile. It brightens up my day."

4. What can you do if a child is unable or refuses to do the lesson the teacher has prepared for you to do with him?

a. Have a thorough understanding of rules with the teacher. Ask her what she wants you to do in an extreme case.

b. Try to have some alternative activities in mind that you can use if there seems to be a good reason that the child is unable to do what the teacher has assigned. For example: 1. Read a story and write a movie about it (series of pictures with titles). 2. Read and write some jokes or riddles. 3. Play a word game or do crossword puzzles.

c. Try to find out why the child didn't like the activity planned. Was it too hard? Just boring? Report this to the teacher.

Summary

To summarize Unit I, the trainer may wish to lead a group discussion and make some closing remarks concerning the tutor's role.

The following questions are suggested for the group discussion:

1. Is it possible to be a friend and a leader at the same time?

2. How can you help a child who is disinterested in reading and doesn't pay attention?

3. What can you do to help the child feel that he can be a successful student?

4. What do you think is a tutor's most important function?

The tutor is in a position to provide a child who is failing in school with the security and

support he needs to succeed. He can improve the child's self-image by telling him about his many good qualities. As a counselor-friend, the tutor can assure the child that he is interested in him; that he cares about him and wants him to succeed in learning to read well. The tutor can also help the child to feel that he is a winner in a learning situation instead of a loser by telling him how well he is doing.

A tutor can be a valuable support to both the teacher and the child by helping to maintain the child's interest, being enthusiastic about what he and the child do together, and planning with the teacher a variety of activities geared to the child's interests.

The tutor may well be the most important friend a child will have, and will probably make a lasting impression on his future life.

UNIT II: HUMAN RELATIONS

Objectives

1. The tutor should be able to list three or four objectives for the first visit to the school.
2. The tutor should be able to list at least three acceptable topics for discussion with a child.
3. Given a list of statements, the tutor should be able to select those that might be helpful to a child and those that will not.
4. The tutor will be able to select from a list those behaviors that are suitable for a tutor and those that are not appropriate.
5. The tutor will choose questions to ask a child's teacher that will provide some information concerning the rules of the school in which the tutoring will take place.

Handouts:

1. Simulation
2. List of Do's & Don'ts

Introduction

I. *Kids are people*

A. Developing empathy:
A tutor, meeting a child for the first time, should remember that the primary objective for the first meeting is to establish a friendly relationship with the child. One way of developing empathy or sensitivity to the child is to try to "get inside of him." The tutor might try to understand how the child feels about his school work, what he thinks about his teacher or what he thinks about a tutor he meets for the first time. The tutor can develop a sensitivity to the child's feelings by attempting to see how the world looks to the child, though he should not pry into areas which are not his concern.

B. Greet a child as a friend:
As the tutor meets the child, the tutor should remember that the child will appreciate the same kind of treatment extended to a neighbor or new church member who is being greeted for the first time. The child will appreciate the tutor's interest if he is asked about his family, friends, pets, or what he likes to do. He probably would enjoy hearing a little bit about the tutor's family, too. To put the child at ease, it is helpful if one can tell a funny story to make him laugh.

C. "Do unto kids":
1. *Compliments.* The tutor should understand that his first objective in his role as a tutor is to make the child feel pleased with himself. A new tutor will make an immediate hit with a child of he can say something nice about how the child looks or acts; i.e., "I'm certainly glad I got you to tutor—you have such a happy face and you must be pretty sharp, too."
2. *Interests.* The tutor can make the child feel as if he is important by asking the child about hobbies and interests. For example: "What do you do after school?" "What are your favorite television shows?" "What are your favorite subjects in school?" These questions make the child feel that the questioner is interested and at the same time provide some insight into the kinds of activities to pursue, or books which might be read.

D. How to get along with the school staff:
(Relations with the local school system and the school in which the tutor works are

crucial to the success of any tutoring program. The tutor should establish friendly relations with the school staff.)

1. *School's rules.* The tutor, on the first visit to the school, should ask questions about the school's rules. For example:
   a. What equipment may tutors use, and what equipment is not available?
   b. Where might the tutor work?
   c. Should the tutor escort the child to and from his room?
   d. How long is the tutoring period?
   e. Who should be notified in case of tutor's illness?
   f. Is the tutor permitted to take the child to the library?
2. *The tutor's role.* The tutor should remember that the teacher is the person responsible for the child's education. The tutor is an *aide* to the teacher and helps to support her teaching.

II *Don'ts*

A. The tutor should not berate or criticize the child. Concentrate on successes. Praise openly and do everything to encourage the child.

B. The tutor should not engage the child in criticism of the teacher or principal. Damage to the relationship between a child and his teacher will help no one and will be detrimental to the tutoring program.

C. The tutor should not miss tutoring sessions. A child should not be tutored if sessions cannot be met regularly. If a tutor doesn't come, the child feels let down. Knowing that the tutor is dependable and cares enough to come to the tutoring sessions regularly is important.

D. The tutor should not begin a tutoring session with, "Well, what would you like to do today?" The teacher probably has given the tutor an assigned task for the session. If the child is asked what he would like to do and responds, he may resent not being able to do what he suggests. It is good for the child to have some choices sometimes, but he needs the security provided by friendly adult leadership. It is good to provide choices of activities which can accomplish the same objective.

Handout: Simulation

Divide the class of tutors into teams of three. In each team, one person plays the tutor, one the child and one the observer. Pretend that the child and tutor are meeting for the first time.

Child:

You are a little boy in the third grade. You have 6 brothers and sisters, a dog named Rusty and a cat named Puff. You collect baseball cards and like to tell "knock knock" jokes. You spent two years in the second grade because you don't read well and you hate reading but don't mind math, and love baseball. You play on the school ball team, little league baseball team and are thinking about entering the soap box derby this year.

Tutor:

You are the tutor. Your task for this session is to make the child feel comfortable, in fact *good* because you came, to make him feel that he is going to enjoy his relationship with you, that you are interested in him. Greet the child as you would if you were meeting someone new in the neighborhood—at the coffee klatsch perhaps.

Observer:

The observer will listen during the discussion to see if: (a) the tutor compliments the child and makes him feel at ease, (b) the tutor does anything to make the child uncomfortable, (c) the tutor chooses appropriate questions and discussion topics. The observer should try to think of other questions and subjects for conversation that would make the child feel at ease.

A guide for review of the unit and summary for the trainer:

Discussion questions:

1. What are some objectives for a tutor's first visit with a child?

2. What are some things that a tutor might talk about on his or her first visit with the child?

3. What are some topics to avoid?

4. What are some of the things a tutor should ask a teacher on the first trip to the school?

Possible answers:

1. Objectives of a tutor's first visit:
   A. make friends with the child

B. compliment him or in some way make him feel good about himself
C. find out what his interests are

2. Some things a tutor might talk about on first meeting:
   A. child's family, pets, hobbies, favorite TV shows, jokes or anecdotes
   B. things the child does after school
   C. the tutor's family and hobbies
3. Topics to avoid:
   A. criticism of the child, his teacher, the principal
   B. criticism of the child's school work
4. Things to ask the teacher about:
   A. are you allowed to take the child to the library?
   B. are you allowed to use tape recorders or other equipment?
   C. when will conferences be held with teacher?

Do's and Don'ts

A tutor
Praises.
Tells the child good things about himself.
Tries to understand how the child feels.
Expresses concern and acts interested in the child.
Observes school rules.
Is considerate of teachers' time.

A tutor does not
Berate or belittle.
Act cold and indifferent.
Criticize the teacher.
Miss any tutoring unless he is ill.
Allow tutoring sessions to run overtime too often, nor does he allow the child to disturb others.
Interrupt teachers' class time unnecessarily.

Trainer test:

Construct a list of behaviors and have trainees check those that are acceptable.

Summary

The tutor's support and personal relationship with the child are the most important aspects of the tutoring program. The tutor can provide success experiences for the child in learning situations in which he has formerly failed. The tutor should use praise lavishly and spare the criticism. Good communication with the child also involves being an interested listener.

Tutors must present themselves as teachers' aides who respect the professional judgment of teachers. They should regard their efforts as complementary to the school's program rather than competitive. Tutors should never allow themselves to join in criticism of the school staff during the tutoring sessions, or outside of the school. The tutoring program may well suffer permanent damage because of these practices.

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UNIT III: GIVING AN INTEREST INVENTORY

Objectives

1. The tutor should be able to list three or four reasons for giving an interest inventory.
2. In his first meeting with the child, the tutor should be able to administer an interest inventory in a relaxed manner.
3. The tutor can list at least two activities that she and the teacher could plan from the results of an interest inventory.

Handouts:

1. Interest inventories
2. Simulation
3. Evaluation of Units I, II, and III (see p. 34).

Introduction

Suggestions to the trainer for introductory remarks—

I. Rationale for using an interest inventory

A. Increasing attention span:
Children who need to be tutored are often the children who are not paying attention in the classroom. Teachers usually say that the child has a short "attention span." In other words, he concentrates, listens or engages in an activity for a short time, then begins to attend to something else. He is easily distracted from a task. A child who is not attending to an instructional task is not learning. Therefore, we need to find a means to increase his attention span; in other words, to increase the time when the child is involved in looking, listening, and thinking about the learning activity. We must find a means to involve a child for a long enough period of time to teach him those things he needs to know.

B. Providing a variety of activities that are interesting to a child:
Sometimes a child who seldom pays attention in class can be observed playing baseball all day or watching television all morning. His attention span, then, must depend on what he is interested in doing. If we plan activities around his interests it would seem that his attention span could be increased. Another way to keep a child's attention is to give him a variety of activities; in other words, do more than one kind of thing during the time allotted for instruction. The tutor might plan three or four activities for one session. The child who takes a little longer than average to learn a skill will need to be kept interested for a longer period of time. For this child, getting information about what he likes to do when he is not in school, and what his interests are, will be particularly important.

II. What is an interest inventory?

At his first tutoring session, a tutor can begin to collect information concerning the child's interests. An interest inventory is a device that can be helpful to the tutor in getting that information. The questions in the inventory are a guide to the kinds of things that the tutor can ask a child to get him to talk about the things that he likes. The tutor can add questions if he wishes. This is not like a formal test, but rather is merely a means to get the child to talk about himself and what sorts of things appeal to him.

III. How the information about the child's interest may be used—

A. Selecting books to read:
The information obtained from interest inventories can be used to select materials

for his recreational reading. Sometimes the tutor may be asked to help the child find books to read for fun. If he likes animal stories, the tutor can look for stories about animals for him to read. If he likes bugs or baseball, he will look for stories on these subjects. If the book is too hard for the child to read, a tutor may occasionally read to the child, perhaps having the child read along with him either orally or silently.

B. Language-experience activities:
Sometimes activities for a reading period center around having a child write his own reading material. This method is especially useful for a child whose dialect is different from that in the books he is using. Informal conversation in any dialect is somewhat different from "book talk." Consequently, the material a child writes, which is his own conversation, will be easier for him to read than the story in a reader. Therefore, a teacher might ask a tutor to help a child who isn't able to write much by acting as his "secretary." For this kind of activity, it will be very helpful for the tutor to know the child's interests should he be asked to suggest things to write about. If a child is interested in science, he might write about plants, or about his observations of the behavior and eating habits of animals or fish. If the child is a camera fan, he might take pictures or use some he already has for a book or bulletin board display, with word or sentence captions for each picture. The child who likes baseball might like to write about a game he saw, or instructions on how to play the game.

C. Planning instruction:
The information the tutor gets about the child may be useful to the teacher when activities for the tutoring session are planned with the tutor. Skills can sometimes be taught in game form, using card games and other devices. The tutor and child might even make games if the child enjoys craft activities. There are all sorts of things to make with cardboard, scissors and paste. Dramatic activities can be used for practicing oral reading if the child enjoys them.

D. Getting acquainted with the child:
In addition to helping a tutor collect information about a child's interests, an interest inventory also provides a tutor with lots of conversational material for getting acquainted with a child. The tutor can present questions informally as if the child were a new neighbor he is meeting. He asks questions because he is interested in knowing more about the person he has just met. The tutor should be able to give of himself, too, expressing his own interests and dislikes and reflecting back the child's feelings in different words, so that the child does not feel that he is being interrogated. The interest inventory must be conducted with tact and courtesy, for the child has a right to privacy.

Handout: Simulation

Explanation to trainer about handout:

There are two types of interest inventories. The first consists of informal questions about the child's interests; and the other provides some suggestions of activities and kinds of stories from which to choose. The second was written for the child from whom it is difficult to get information. If you do not get the kind of information you want from interviewing the child with the first inventory, try the second one.

Activity:

Have the tutor pair with a neighbor. One is an interviewer, the other the client (man on the street, etc.). The interviewer asks the questions one ordinarily asks when getting acquainted; i.e., about the families of the people being interviewed, the area in which they live, and their favorite activities. Questions in the inventory may be used, but the interviewer should try not to read them like a list. Take some notes on the information you get. Take turns so that each tutor has an opportunity to be the interviewer.

Examples of questions:

1. Do you have a favorite television show?
2. What kind of stories do you like?
3. Do you like mysteries? Science fiction?

Discussion questions:

1. Were you able to get any information from your neighbor about his interests?
2. Do you think the information you received could be used if it had come from a child?
3. If so, how might it be useful?
4. What might be planned on the basis of this information?

Summary

An interest inventory (see sample on p. 32) provides a tutor with a useful device for getting acquainted with the child he will tutor. The information from the inventory can help the tutor locate areas of interest that will be suitable for reading material and for writing activities he may be asked to supervise. Reading material can then be selected that will involve the child in research about a subject that *he* wants to explore, or a story *he* would enjoy. The information can help a tutor to engage him in writing about experiences he would like to share. An interested child *will attend* to activities planned for and with him so that he *can* and *will* learn.

Interest Inventory

After school I like to _____

My favorite television programs are _____

My favorite game is _____

The subject I like best in school is _____

My favorite sport is _____

My hobby is _____

What do you like to read about:

Check the column that describes how much you like the activity or story.

	DON'T LIKE	LIKE A LITTLE	LIKE A LOT
Stories about real animals			
Mystery stories			
Adventure stories			
Funny stories			
Comics			
Science fiction			
Jack and the Bean Stalk			
Billy Goats Gruff			
Cinderella			
Drawing, painting, or coloring			
Cutting and pasting			
Doing puppet shows			
Making model cars			
Taking pictures			
Sewing, cooking			

Doing science experiments	_____	_____	_____
Planting gardens inside and out	_____	_____	_____
Collecting rocks, butterflies, etc.	_____	_____	_____
Playing baseball	_____	_____	_____
Playing cards	_____	_____	_____
Playing games like bingo	_____	_____	_____
Building things	_____	_____	_____

Evaluation Instrument

Evaluation of the First Day—Units I, II, and III

	Agree	Neutral	Disagree
1. A tutor can develop a close relation with a child by agreeing with criticism of the child's teacher.	1	2	3
2. In order to establish a friendly relationship with a child, it is important to agree to pursue whatever activity he wants during the tutoring period.	1	2	3
3. Making sure that I attend every tutoring session is important to the security of my relationship with the tutee.	1	2	3
4. It is an important part of the tutor's job to point out a mistake that a child is making.	1	2	3
5. One important function a tutor can perform is to help a child understand that he can be successful in school tasks.	1	2	3
6. Since I am not a teacher, my role is not a very important one to the child that I tutor.	1	2	3
7. Since I am a responsible adult, I will be able to escort the child on a trip to the public library without prior permission from the school or parent.	1	2	3
8. One of my most important functions is to listen to what a child has to say.	1	2	3
9. The primary task of a tutor is to provide the child with successful learning experiences.	1	2	3
10. The interest inventory is a list of questions to ask the teacher.	1	2	3
11. The tutor should not tell the child how well he is doing, because it may give him the wrong idea about his ability.	1	2	3
12. It is important that the tutor ask the child every question on the interest inventory in the order given.	1	2	3

UNIT IV: SETTING INSTRUCTIONAL OBJECTIVES

Objectives

1. The tutor will have a basic understanding of individualized instruction.
2. The tutor will write instructional objectives.
3. The tutor will organize objectives for instruction in terms of priorities and level of difficulty.

Handouts:

1. Simulations
2. Statements of objectives

Introduction

Suggestions for introductory remarks by trainer:

In most schools today, reading instruction is planned for groups. As class size increases, the attention the teacher can give to individual problems decreases. The children who suffer most are apt to be those with reading problems. Many schools, however, provide individualized reading instruction for some students part of the time, generally by selecting students from total groups for special or remedial instruction, although there is no reason why this individual kind of attention should be limited to remedial work.

I. Individualized instruction

Individualized instruction refers to the process used to provide specific instruction which is appropriate for particular students. A general definition of individualized reading instruction might be:

Individualized reading instruction is a process of planning and conducting day-to-day reading lessons that are designed to meet the specific learning needs and characteristics of each student.

II. Justification for individualized instruction

The major justification for individualized instruction is that it enables every student to achieve mastery of the learning tasks he enters. The conditions for attaining mastery are:

A. The learning task has been selected as appropriate for the child; i.e., he possesses the prerequisites for it.

B. Appropriate learning materials and equipment are provided for the child.

C. Appropriate instructional methods are employed.

D. The learner is allowed sufficient time to learn the task.

III. Advantages of individualized instruction

Past experience gleaned from educational programs employing individualized instruction indicates that individualized instruction has advantages for both child and teacher.

A. Advantages for the child

1. The child can learn at his own rate.
2. A one-to-one relationship exists between the child and what he is studying.
3. Diagnostic tests indicate where the child needs to study in greater depth.
4. Each child can proceed in a subject as far as his ability will permit.

B. Advantages for the teacher

1. The teacher can zero in on specific skills.
2. The teacher can meet with greater accuracy the instructional needs of the child.
3. The teacher utilizes diagnostic instruments to a much greater degree, both present and past instruction.
4. The teacher provides a well-planned program for each child.
5. The need for remedial instruction by the teacher is minimized as every stu-

dent is working on appropriate material.

6. Greater job satisfaction is realized.

IV. Individualized instruction and the reading tutor

It is a mistake to define individualized reading instruction simply as tutoring in reading. In order to achieve effective individualized reading instruction, teacher and the tutor must satisfy the following basic requirements:

A. *Assess Reading Difficulty.* Determine reading weaknesses and extent to which the child has already mastered reading objectives.

B. *Set Reading Objectives.* Decide what learning tasks the child next should pursue in the reading curriculum.

C. *Develop Reading Lesson.* Use assessment data to develop a lesson plan that specifies the particular things the child has not learned, materials to be used, the learning setting, and instructional procedures.

D. *Evaluate Student Success.* Determine the extent to which the child masters the learning task and proceed to the next task or recycle the child again.

V. Setting reading objectives

The purpose for setting reading objectives is to make clear to tutors, students, and other persons what it is that the child must learn. Every reading objective or set of objectives the tutor sets for the child must contain four parts:

A. *Performance.* What the child will be able to do after he masters the objective.

B. *Condition.* Under what conditions the child will be able to do these things.

C. *Extent.* The level of performance which the child will be able to attain after he has completed the unit.

D. *Hierarchy.* Objectives in a set must be arranged in a learning hierarchy or sequence, so that the tasks which depend upon prior skills are taught after those skills have been mastered.

Reading Objectives

I. Performance

Performance indicates that the child can do the task. Which of the following objectives expresses what a learner will be doing?

(The trainer should hand out the following objectives and discuss them with the class.)

A. The child will have an understanding of the alphabet before he reads.

B. The child will be able to name (pronounce) the letters of the alphabet, A through Z.

Statement B indicates what the child will be able to do. The child will be able to pronounce the letters of the alphabet, A through Z.

Statement A is not clear. It only indicates that the child will have a good understanding of the alphabet. It is difficult to perceive exactly what the child is supposed to do in order to demonstrate that he has achieved an understanding of the alphabet.

The important point to remember is that if a reading objective is to be of any use for instruction it must specify the exact behavior which the tutor will observe when the task is completed successfully. Otherwise, it is impossible to determine when the child has mastered the behavior.

II. Condition

It will be remembered that an objective must specify under what *condition* the child will perform. Consider the previous objective again: The child will be able to name (pronounce) the letters of the alphabet, A through Z. We have already agreed that the objective expresses what the student will be doing. Now ask the question, "Does the objective specify under what conditions the child will perform?"

The answer to the above question is no. It is not known if the child will pronounce the letters of the alphabet from sight or memory. Similarly, it is not known if the child will pronounce upper or lower case letters. In addition, there is no way to determine whether or not the child will pronounce the letters in alphabetical order or random order. In other words, these conditions place different demands upon the learner.

(These objectives should be passed out and discussed with the class.)

A. Given a first-reader vocabulary list, the child will be able to pronounce correctly all the words on the list.

B. The child will be able to pronounce correctly 75 percent of the beginning vocabulary in his first-grade reader.

Statement A is the proper objective. It specifies the word list to be used and the conditions for mastery. Statement B, on the other hand, is vague. It does not specify the word list at issue. Likewise, conditions could be expressed in better detail.

III. Extent

It will be remembered that *extent* refers to the level of performance to which the child will be able to perform. A well-written objective expresses the desired level of achievement.

Which of the following objectives expresses the extent to which the child will be able to perform?

(The trainer should pass these objectives out and discuss them with the class.)

A. Given the Dolch list of basic sight vocabulary, the child will be able to pronounce all the words at sight with very few mistakes.

B. Given the Dolch list of basic sight vocabulary, the child will be able to pronounce all the words 99 percent accurately.

Statement A expresses that the child will be able to pronounce all the words with "few" mistakes. However, it is impossible to determine when the child has mastered the objective because "few" is a vague term. In contrast, statement B indicates that the child has mastered the objective when he can pronounce the words with only 1-percent error.

IV. Hierarchy

A general procedure for teaching complex skills such as those involved in reading is to teach them in small pieces. The pieces can then be put together by the learner into the final performance. Ordering objectives for instruction also enables the tutor to see all the tasks a student must learn in order to master the final performance. In other words the tutor needs to understand the following:

1. A learning hierarchy represents an arrangement of objectives which identifies the prerequisite learnings for the child as he proceeds toward a desired performance.
2. A learning hierarchy can serve as a blueprint for instruction.
3. A learning hierarchy is developed by starting with a desired performance and asking, "What must the child already know in order to perform on a given task?"

(Note: Stress that only professionals should determine hierarchies.

Handout: Exercise

Rewrite this objective: "The learner will know the alphabet prior to reading." (Write on a piece of paper.)

An acceptable form for the above objective might be: Given the presentation of the alphabet in both random order and alphabetical order (in both upper and lower case), the learner will be able to pronounce every letter with 100-percent accuracy.

Handout: Statements of Reading Objectives

Below are several performance objectives. The task for the tutor is to organize these objectives into a hierarchy.

(The trainer should pass these out and discuss them with the class.)

The child will be able to:

1. Identify and name the primary and secondary colors.
2. Describe an object in terms of characteristics such as color and two-dimensional shape.
3. Identify and name common two-dimensional objects.

Which of the above objectives is the most complex behavior?

Objective 2 is the correct choice. In other words it is necessary for the child to be able to do objectives 1 and 3 before objective 2. It is unlikely that a child would be able to describe objects in terms of color and dimensional shape if he could not identify and name those properties.

Handout: Sequence of Objectives

Here is a more complex set of objectives to be organized for learning. Form a learning sequence of these objectives. After instruction, the learner will be able to:

1. Pronounce the sounds of the letters in an unknown word.
2. Pronounce an unknown word.
3. Blend the sounds of the letters of an unknown word.

4. Be able to visually scan and analyze the letters of a word in left-to-right sequence.

The most acceptable answer is:

1. Be able to visually scan and analyze the letters of a word in a left-to-right sequence.
2. Pronounce the sounds of the letters in an unknown word.
3. Blend the sounds of the letters of an unknown word.
4. Pronounce an unknown word.

Summary

Just as the teacher gains value from forming specific objectives for student learning, so the tutor's function and value improves as he learns how to deal with specific measurable behaviors in reading. The trainer should caution the tutors to work in those areas for which they have been trained. The "Tutors' Resource Handbook" has examples of specific objectives for early reading and has 60 sample practice exercises that will show tutors what the children might be doing to accomplish these objectives.

UNIT V: ASSESSING READING DIFFICULTY

Objectives

1. Given a reading level report on a particular child by the teacher, the tutor will be able to select materials appropriate for that child's instruction during the tutoring period.
2. The tutor will be able to use a rule of thumb guide to help a child select library books.
3. On the report form provided, the tutor will be able to list some words missed or read incorrectly, and check descriptions of behaviors that apply to a child's oral rendition of a passage.

Handouts:

1. Reading Inventory
2. Report Form
3. Simulation—1 and 2
4. Evaluation of Units IV & V (see p. 45).

Introduction

Suggestions to the trainer for introductory remarks—

I. Defining what we mean by reading levels

The reading materials used for instructing children are usually given a label as to difficulty so that a teacher can select materials that a child is able to read and comprehend. The label used is a grade-level classification, with the exception of the first two levels, preprimer and primer. This label represents what an average child can read in a given grade. However, since most children are not average, it is not unusual for children in one grade to be reading on four to six different levels. Many people think that a child in the third grade *ought* to be reading a book labeled 3 [1] or 3 [2], the two levels generally prescribed for third grade, which correspond to grade-month levels of 3.0 and 3.5. Often this is not the case. Teachers try to give the child material to use for reading instruction that is difficult enough so that he doesn't know all the words, and so that he will have some practice decoding words and have an opportunity to increase his vocabulary. However, the materials he reads must be easy enough for the child to comprehend.

II. How reading levels are determined

A. Informal reading inventory:
The teacher usually uses a test or an informal reading inventory to help her decide on a level for reading instruction for each child. Some experts say the child's instructional level should be set at the point where he knows 95 percent of the vocabulary and comprehends 75 percent of the material. Recreational material should be easier.

B. How the tutor can find appropriate library books:
Library materials are sometimes given a readability level by the publisher. The librarian can probably help a tutor find materials that are approximately at the level given her by the teacher. However, the child should "try the book on for size." He can pick out a page and read it to see how many words he knows and doesn't know. For a book he reads with the tutor he should know all but three to five words per page. A book chosen for him to read by himself should be easier.

III. Importance of reading levels

It is important for the tutor to realize that a child should not be reading material so difficult that it frustrates him. Reading very difficult materials can teach a child to hate reading and develop habits that lead to poor comprehension.

A child who develops a habit of making reading an exercise of calling words out without understanding their context, many of them incorrectly, will probably not attempt to understand easy material in which he knows the vocabulary.

Reading levels. A reading level describes a book or series of books and is used to indicate the difficulty of the material. It has nothing to do with the grade the child is in, though most readers are written in grade level terms. In general, these are the levels:

a) Preprimer
b) Primer
c) 1st reader
d) 2^1
e) 2^2
f) 3^1
g) 3^2
h) 4
i) 5
j) 6

Handout: Simulation One

Instructions to trainer. The simulation exercise is intended as a discussion exercise. The group might be divided into groups of four or five tutors for discussion of how to handle the simulated situation. Suggested answers to discussion questions are provided on a separate sheet. These should be read after the discussion session.

Instructions to the tutor. The teacher has asked you to take your child to the library to select a book. You remember that the child is crazy about sports, particularly baseball. You also know that he likes jokes and riddles and has a pet dog named Rags.

Questions to tutors:

1. What other information (besides interests) might you have that will help you find an appropriate book for a child?
2. How can you find appropriate books?
3. Should you suggest books to the child that he might like?
4. How would you go about getting the child to "try the book for size"?

Some answers:

1. and 2. If you know the child's *reading level* you can ask the librarian to help you find books at the appropriate level for the child you are tutoring. If she doesn't know the levels ask her to point out easy books. Ask her outside of the child's hearing.
3. Try to find some books that you think he can read, in areas of his interest if possible. Suggest several, if necessary, until you find something that interests him.
4. Have the child read a page to see if he can read it without missing too many words (not more than three to five words per page or one every other line). If he insists on taking a book that is too difficult, ask him if he would like to have you read it to him. He can follow along and read parts of it with you. Don't force him to take a book he doesn't want.

Handout: Report for Tutor

Second 40-minute discussion—assessing reading difficulty

Use of inventory in diagnosis. In addition to assessing the *level* of difficulty for reading materials, a reading inventory may be used to diagnose some problems a child is having with reading. Some things that a tutor might listen for include:

1. Listen for whether the child is reading orally with the *phrasing* and *expression* he might use in his speech, whether he pauses for commas or stops for periods. It is very important to a child's understanding of what he reads that he learn to use expression and observe punctuation.
2. Another thing to look at are the words he confuses or mispronounces. In other words, what words does he *substitute* for the ones that are in the printed material? When a teacher uses an inventory, she writes the substituted word above the printed word. On the tutor's report form it is suggested that *words read incorrectly* be listed, such as "was" for "saw." The child substituted "was" for "saw." He might substitute "see" for "sit," etc.
3. On the report form there is a place to list words *not tried*. These are marked with a "P" in the inventory, meaning the teacher "pronounced" them for the child.

4. Questions about the paragraph read are usually asked to see if the child understood what he read.

Handout: Simulation Two

To the trainer. Play a tape of a child reading a paragraph. Have the tutor follow the inventory while listening to the tape. Show what you mean by word-by-word or monotone reading. Point out substitutions and words not tried. If desired, give the tutor a completed report form on this child.

Following this, play another tape of a child which illustrates the same kinds of problems and have the tutor fill out a report on the child on the basis of the tape.

Discuss what should be included in the report. This might also be a good time to discuss how the tutor should help the child with words he does not know.

Assessing Reading Difficulty

Name _____ Age of child _____

Tutor's Name _____ Grade _____

1. Title or paragraph _____
   number of errors* _____
   learning level* _____
2. Title or paragraph _____
   number of errors _____
   learning level _____
3. Title or paragraph _____
   number of errors _____
   learning level _____

* 0–2 errors per 100 words = independent reading level
2–5 errors per 100 words = instructional level (books to be used in a tutoring session)
6 or more errors per 100 words = frustration (too difficult)

(Check list for errors)

	Yes	No
1. Sight words		
a. Knows most common words	_____	_____
b. Guesses at words	_____	_____
2. Corrects errors that don't make sense	_____	_____
3. Phonics: Sounds out unfamiliar words	_____	_____
4. Comprehension		
a. Understands word meanings	_____	_____
b. Can tell story in sequence	_____	_____
c. Gets the main idea	_____	_____
d. Remembers important facts in the story	_____	_____

5. Other comments
   (For example: expression, use of punctuation, skipping words, adding words, and other observations)

_____

_____

Handout: Reading Inventory

By I. Craig, L. Fay, and R. Gallant ; Indiana University, Bloomington

Preprimer

A. I have a boat.
My boat is red.
It is little.
I put it in the water.
What will it do?

Task 1

Primer

B. Tom had a funny pet.
It wanted to play on his big bed.
It would jump up and down.
But Mother said, "Stop that."
Then the pet ran away.
Where did it go?

Task 1

First Reader

C. Baby Sally came to play with the boys.
She ran after her yellow toy.
"You must stay here, Sally." called Tom.
"You will get wet and cold.
Mother will be unhappy with you."
Sally stopped and looked back at Tom.
"Please get my boat," she said.
Tom could not get the boat.
They did not see the lost boat again.

Task 1

2[1]

D. Old Mother Hen was sitting on her nest.
"Come with me to the garden," called Mr. Rabbit.
"No, I must keep these eggs warm," said Mother Hen.
"Would you like to go for a swim?" asked a friendly duck.
"Oh, no!" said Mother Hen.
Then Mother Hen heard a funny sound.
Noisy little yellow babies were pushing out of the eggs.
"Quack, quack!" said the happy babies.
"These are not my children!" said the surprised Mother Hen.

Task 1

2[2]

E. It was a pleasant spring morning. Tom and Bill put on their clothes and were ready for breakfast before Mother called. Today they wanted to make sandwiches for a picnic lunch and climb the high hill behind the barn.

They were almost there when Tom saw the cave. He crawled slowly in with Bill right behind him. All at once the boys heard a loud rumbling sound. Both turned and raced for the mouth of the cave. They thought that a hungry bear or other angry animal was following them.

Soon they were outside. One look at the dark sky and wet ground told them what had happened.

Task 1

3[1]

F. The little black cricket is a merry fellow. The sound he makes as he rubs one wing against the other can be heard a mile away. As the days get colder his chirps are lower and slower.

This insect is a busy fellow also. He likes plenty to eat. He often makes a meal out of cloth. Your mother may chase him out of the house because he is so noisy and hungry.

But in Japan, the children keep crickets for pets. They build little wooden cages to keep them in. The people believe that a cricket in the house is a sign of good luck.

Task 1

3[2]

Alaska is twice as big as Texas but it has a much smaller number of people. It is a land of many forests and few cities.

Snow covers the top of the mountains all year around. Hundreds of glaciers creep down the mountain sides. The melting snow feeds into the ice cold rivers. Big brown bears wade in the water, looking for a fish dinner.

Ships take gold and copper, fish, and furs out of the State. Ships bring back the engines, heavy tools and other goods that this northern State needs. Ships also bring people like you and me who want to see the wonders of this giant State.

Evaluation Instrument

Evaluation of Units IV and V
Answer true or false:

____ Lessons that teach children phonics skills must have an objective or goal, but such an objective is not necessary for teaching comprehension skills.

____ An objective should be specific so that we can choose activities that will teach a child to perform a skill.

____ A child in the second grade should read a book labeled 2[1] or 2[2].

____ It is unimportant whether a child uses expression as he reads, since most of his reading will be silent anyway.

____ If a child misses at least 10 words on a page of a book, we know the book is probably about the right level for him to read.

____ An informal reading inventory is a list of reading skills to be included in a reading program.

Summary

The tutor must understand that reading levels, though written as numbered grade levels, can vary a great deal. Most children do not conform exactly to standardized norms. Frequently, reading levels are determined by having a child read a series of graded paragraphs and finding the level that is easy enough for the child to understand but challenging enough to help him increase his vocabulary and other skills as he reads. The tutor should realize that it is important not to give the child materials to read that are so difficult as to be frustrating to him. A tutor can also begin to look for specific needs that a child may have in his oral reading, such as lack of phrasing and expression or words he does not know or mispronounces. Those observations can be valuable to the teacher. Identification of the child's difficulties is the first step in remediation of them.

UNIT VI: THE LESSON PLAN

Objectives

The tutor will be able to:

1. Name three main categories of reading skills.
2. List at least two subskills included in each of the main categories.
3. Describe three to four major components of a lesson plan.
4. Follow a lesson plan in a practice activity.

Handouts:

1. Outline of reading skills
2. Lesson plan
3. Simulations—questions and answers

Introduction

The trainer should advise the tutor of the major categories of reading skills that he is likely to work with in the classroom. An outline of skills is provided and the trainer may want to duplicate the list for the tutors.

Outline of reading skills (for the tutor)

I. Learning to recognize words

- A. Phonics (phonetic analysis)
  1. identifying sounds; rhyming words; identifying likeness and differences
  2. identifying letters
  3. matching letter and sound
  4. pronouncing words by letter sounds
- B. Sight words: learning to recognize frequently used and/or nonphonetic words by sight.
- C. Analysis of structure
  1. plural forms
  2. verb endings
  3. contractions
  4. suffixes and prefixes
  5. possessives
  6. syllables
- D. Using context: identifying words or meanings from use in sentences

II. Comprehension

- A. Literal
  1. using phrasing and intonation
  2. answering questions about details; supplying specific information
  3. telling what happened in sequence
  4. getting the main idea of a selection
- B. Interpretation
  1. giving meaning of passage
  2. predicting from what has been read
  3. understanding characters, attitudes, and feelings
- C. Distinguishing facts from fantasy or opinion
- D. Learning vocabulary meanings

III. Applying reading skills

- A. Learning to use dictionaries, encyclopedias
- B. Learning to use a library
- C. Learning about tables, index, etc. in books and reference material
- D. Learning to use maps, charts, or graphs
- E. Outlining, classifying, and organizing material
- F. Learning to skim for answers

Planning lessons

I. Reading skills

A. Recognizing words:

As a child learns to read, he has many things to find out that adults who read take for granted. He learns that we read from left to right and from top to bottom. He will discover that there are groups of letters on a page with little spaces between that we call words. Those words are made up of letters he may never have seen

before he came to school. He knows how to say those words and how to use them to talk to us but must learn to associate their printed symbols with the sounds he already knows. Some words he learns by sight, associating them with an object or an action, perhaps; and some he learns to decipher by associating letters with sounds he uses in speech.

B. Comprehending what he reads:

Of course the child must learn to understand what he reads. Usually we teach beginning readers the fundamentals of phrase and sentence comprehension, getting the main idea of a paragraph, and telling the sequence of events in a story. Later the child learns to delve a little deeper in interpreting what he reads and evaluating it. Finally, he learns to use his reading in various ways to study about our world or even our universe.

C. Using reading:

While the child learns to read, ideally he will also learn to enjoy reading, so that reading can be a tool that will serve his need for appreciating beauty and humor as well as for understanding other people and the world in which he lives.

II. Selecting an objective

From the list of skills that seem to be necessary for learning to read, the teacher selects those she will teach a student or students in her class. She has probably done some diagnostic work, either formally or informally with the child, and has some ideas about what skills she thinks he needs to develop. Some sequence is usually followed; i.e., teachers usually teach the child to recognize letters before they try to present corresponding sounds. For each lesson the tutor will decide what it is she wants the child to know when she has finished teaching him. An objective is a *description* of what it is that the teacher expects a child to be able to do when she has finished teaching the lesson. Selecting an objective is the first step in planning.

III. Planning the lesson

After the teacher has selected her objective she will try to identify an activity that she thinks will enable the child to perform the skill that the objective describes. There are probably several activities that would serve the same purpose.

IV. Evaluating the lesson

After the lesson has been taught, the teacher will want to know whether the child learned the skill. Did she accomplish the objective? If not, why not?

V. Lesson plans for tutors

The lesson plan that will be used for tutors' practice in training sessions will be far more detailed than the teacher will probably be able to write. However, it is hoped that the detail will help the tutor understand the components of a lesson.

They are:

A. The objective
B. Present ability of student
C. Materials
D. Procedure—activity
   1. introduction
   2. practice activity
E. Reinforcement
F. Evaluation

[*Note to the trainer:*]

The simulation exercise has been planned to acquaint the tutor with the components of a lesson. A lesson plan is included along with some questions for the tutor to answer. Some time should be given for tutors to study the lesson plan individually and then to discuss the questions in small groups. An answer sheet is included which is used for comparison with the group answers *after* discussion.

Handout: Simulation—Questions

Directions to the tutor

Study the lesson plan and answer these questions.

1. What is it the lesson attempts to teach?
2. What does the child have to know to be able to do the exercise?
3. Do you understand how to prepare the material?
4. What is it you are supposed to say to the child before you do the activity?
5. Where can you find other activities to teach this skill?
6. What do we mean by reinforcement?
7. Why do we evaluate the lesson?

Lesson Plan

Goal—teacher's purpose:

Beginning word-analysis skills.

To teach the child to listen for sounds that are similar in words that rhyme.

Goal for the student:

After listening to a word, the student will state a rhyming word (the same sound pattern).

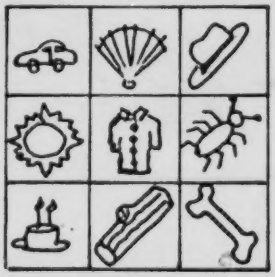
Present ability of the student:

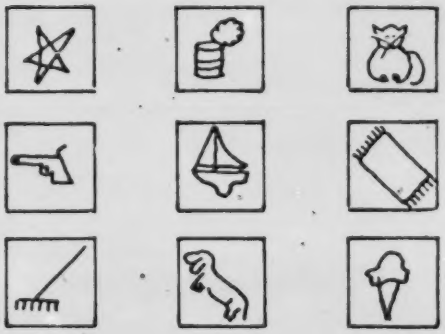
This kind of activity is intended for a child who is just beginning to read or has no word attack skills.

Material (rhyming bingo):

Rule two sheets of 9" x 12" tag board into nine squares each. Draw a picture in each square of the first sheet.

For each picture on the first sheet, draw a rhyming picture on the second sheet. Cut pictures on the second sheet into separate cards. (If you make two sets, two people can play, tutor and child)





Teaching the lesson

Introduction:

You know what a poem is, don't you? Here is a silly poem:

Fuzzy wuzzy was a bear
Fuzzy wuzzy had no hair
Fuzzy wuzzy wasn't fuzzy was he?

Some of the words in this poem rhyme. That means they sound a lot alike. *Bear* and *hair* sound alike, and *fuzzy* and *wuzzy* do too, don't they? Do you know another word that sounds like *bear* and *hair*? *Chair—fair—care—wear dare.* In this game we are to match words that rhyme. There are pictures. Each picture card rhymes with a picture on the big card. Look at the big card. Can you find a small card with a picture that rhymes with one on the big one?

Practice activity:

Complete the bingo game. Small cards placed in center of table, draw a card and try to match it with an object that rhymes. Fill up the card.

Other activities for same purpose might include:

1. Guessing game: "I'm thinking of a word that rhymes with *got* and it is small and round. (Answer—dot)
2. Writing silly jingles:
   A fat cat sat on a mat.
   The mat was flat
   and that's that.
   The big black bug
   lived in a jug.
   He had no rug
   but a silly mug.

Reinforcement:

Give praise for attempts to do the activity and for doing part of it correctly. A prize or special privilege can be given as well. For example, the tutor can use a ticket for a field trip planned for later such as planetarium, puppet show, movie, etc. Buttons, cracker jack prizes, lollipops, etc. can be given as rewards if desired.

Note: Reusing the materials:

The same sheets can be used for sight *vocabulary* games. The word can be written on the small card to match with the picture. Or it can be used to match with *beginning consonant* sounds. Put a letter or a word that begins with the same sound on the small cards.

Evaluating the lesson:

Was the child able to hear rhyming words? _____
Is more practice needed? _____
Were directions adequate? _____
Was the child interested? _____

Handout: Simulation—Answers

Question 1: The objective or goal tells you what the tutor attempts to teach in this lesson.

Question 2: The child will need to be able to hear and to recognize the pictures to do this.

Question 3: Directions given under *materials.*

Question 4: The introduction provides you with an explanation that the child needs before doing the activity.

Question 5: Two suggestions are given (under *other* activities).

Question 6: Reinforcement means praising the child and telling him when he is correct.

Question 7: We evaluate a lesson so that we know whether the activity was appropriate for the child—too easy—too hard; interesting or not; and to decide whether the child needs more instruction on the skill being taught.

Discussion

Discuss simulation exercise as a group. Answer questions tutors may have about the lesson plan.

Summary

The goals of the lessons the tutor will teach will involve developing the subskills in the three main categories that were discussed at the beginning of this unit: word recognition, comprehension, and study skills (applying reading skills).

In addition, some lessons may be planned prior to actual reading instruction. These are called "reading readiness" activities. Some are intended primarily to interest the child in reading so that he will be motivated to read for pleasure.

Particularly for the novice, planning lessons will make them much more effective and help the tutor to feel comfortable in the teaching situation, since he knows how he will proceed. The teacher probably won't write out lesson plans like this for the tutor, but if a tutor understands what the components of a lesson are, he will have some idea how to proceed from the teacher's suggestions. The main components are:

1. A goal or objective (what do you expect the child to be able to do when you have finished)
2. Materials
3. Introduction of concept in the lesson
4. Practice activity
5. Evaluation

UNIT VII: EVALUATION OF STUDENT SUCCESS

Objectives

1. The tutor will learn to use an evaluation instrument to assess his success in teaching a given lesson.
2. The tutor will be able to name some principles of tutor behavior that contribute to the student's successful learning experiences.
3. The tutor will recognize instances in which the student needs to be reinforced.
4. The tutor will learn to use a report form to evaluate the student's success in a lesson.

Handouts:

1. Simulation: Lesson Plan
2. Simulation
   a. questions for evaluating students
   b. questions for evaluating the tutor
   c. simulated answers
3. Report form (sample)

Introduction

Evaluation. Constant evaluation or assessment of both tutor and student performance is vital to the success of the tutoring enterprise. This unit will give the tutor criteria for checking up on how effectively both participants are working.

I. Principles of good tutor behavior

What can the tutor do that will contribute most to the success of the student?

A. Planning

1. The tutor should understand what the *goals* for the lesson he is attempting to teach are. What is it that the child should be able to *do* as a result of this lesson?
2. The tutor should have all the *materials* that he will use in teaching with him. If he does not, he will interrupt the continuity of the lesson, distracting himself and the student from the accomplishment of the goals of the lesson.
3. The tutor should understand the *concept* the lesson attempts to teach so that he can provide a clear explanation with illustrations for the student.
4. The tutor should understand the *procedure* used in the practice activity so that he can explain clearly to the student what he is to do.

B. Interest

The tutor's interest and enthusiasm are contagious. The student probably will be attentive if the tutor acts interested in what he is doing, and the student probably will be bored if the tutor is. The tutor should try to make the sessions *fun* for both himself and the student.

C. Reinforcement

1. The student needs to be *told* that he is correct when he gives the right answers.
2. He should also be *praised* for a good job and for working hard.
3. The tutor should *not* criticize or berate the student for his mistakes. The student must learn that it is part of the game of learning to make mistakes. Otherwise he will be afraid to give any answers for fear they may be wrong.

The simulation activity consists of a sample lesson. That is, student responses are given along with tutor directions. Trainees are to read and evaluate the tutor's behaviors according to questions given, as well as to assess student responses. Tutors should be given time to read the lesson with responses and answer questions evaluating student and tutor behaviors. Dis-

cussion of the evaluation can be done in small group, as a total group, or both if time permits.

The report form that is included with this unit is intended to be a sample that may be used in a school by the tutor and is not for use in the simulation.

Handout: Simulation

Purposes of Simulation. (1) To evaluate the tutor's behavior in the lesson; and (2) to evaluate the student's behavior in learning

The simulated lesson plan

Objective. Given a word orally that begins with a single consonant sound, the student will be able to identify the letter that corresponds with that beginning sound.

Introduction. "Have you ever seen Indian writing? The Indians had pictures or *symbols* that represented words. This one was for man ; this for house . Some of these were pictures that looked like what the word described, some were not. Our symbols don't represent whole words. They represent only part of a word. We have several symbols in a word which we call—can you guess?—yes. Letters. We have already learned about some sounds. They are the sounds we make for the letters *d, b, p, s.* Today we are going to learn about a new one. It is the letter *h.* I am going to say some words that begin with *h.* See if you can hear the sound. *H*ot, *h*am, *h*orse, *h*at, *h*og, What does the sound remind you of? You could blow out a candle with it, couldn't you? Can you think of another word that begins with *'h,'* Georgie." (George says *"thank you."*)

Tutor—"No, Georgie you weren't listening to me. *Thank you* begins with *th.*

"Say—*hand* (hand—*hen* (hen))

"Can you think of another? (George—*"hear"*?)

Tutor—"That's better. Of course."

Practice activity

Materials. Card ruled into nine spaces with a letter in each space, cover cards, or beans to be placed in spaces, and a list of words for tutor.

Procedure. The tutor reads a list of words. Student covers the letter with which the word begins. Three in a row constitute bingo or *lotto* as this game is called. (You can also make the object of the game to cover all the letters.)

List—

hide	hard
heart	car
sand	sink
dog	cat
baby	dim
band	hit
hot	hike

(George covers all the *b*'s and *h*'s before the tutor reads any words that begin with *b.*)

Variations. 1. Guessing game could be played —"I'm thinking of a word and it starts with *H* —it's something we do in Boy Scouts, etc."

2. A picture card can be used. Child matches beginning sounds of a word read with beginnings of picture word (or uses letters to match pictures).

Handout: Evaluating the Lesson

Student evaluation

1. Was the child able to perform the task required in the lesson? _____
2. If he wasn't able to do the task, why not? _____
3. Are there some things he needed to know before he did this lesson that he didn't know? If so what are they? _____
4. Was the child willing to try to do the exercise? _____
5. Was it interesting to him? If not, what do you think he might like better? _____

Tutor self-evaluation

	Yes	No
1. Did I plan well for the lesson and understand the goal?	____	____
2. Did I introduce the lesson so that the child understood the concept that the lesson attempts to teach?	____	____
3. Was I enthusiastic enough to get the child interested in performing the task?	____	____
4. Did I explain what the child was to do in the practice activity so that he understood it?	____	____
5. Did I have all the materials I needed to teach the lesson?	____	____
6. Did I tell the child he did well when he was correct?	____	____
7. Did I encourage him if he was having difficulty?	____	____
8. Was the lesson successful in terms of the behavioral objectives for this unit?	____	____

Answers for simulation exercise:

Evaluating student	Yes	No
1. Performed task		x
2. Why not?		
3. Either the child didn't *hear* the sound or he *doesn't know* the letters (probably the latter). Since he seemed to understand the concept in the introductory part of the lesson, he may not recognize the difference between letters *b* and *h*—which do look quite a bit alike.		
4. Did the child try?	Yes	
5. Was it interesting to him?	Yes	

Evaluating tutor

1. Planning goal	x	
2. Introduction	x	
3. Enthusiasm	x	
4. Explanation of practice activity	?	
5. Materials	x	
6. Reinforcement		x
7. Did I encourage him?		x
8. Was the lesson successful?		x

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Sample Report Form for Tutor Session

(to be used in actual tutoring situations)

1. Introduction _____ child

   Where my directions adequate? _____ tutor

   Reaction: one sentence

2. Practice activity _____ date

   Successes Failures

3. Followup or (evaluation)
   Did the child have prerequisite skills? (Did he know what he needed to do the practice activity?)

   Is more practice needed?

Discussion questions

Did your evaluation help you to decide how to improve the next lesson?

Did it give you some ideas for planning with the teacher?

Summary

The tutor should understand that the evaluation of a lesson is as important a part of a lesson as are the goals and activities. Evaluation does not mean looking only at what the *student* did, but also at the tutor's activities to see what can be done to improve the next lesson. Then, too, an evaluation of the student's reactions to the lesson is necessary for planning future lessons. If there are skills that the student lacks that should have preceded this lesson, the teacher should know about them. In addition, if you feel the child needs more practice on activities similar to or the same as the activities in the lesson, the tutor and teacher could agree to continue similar activities the next tutoring session. A report form may be useful for recording or communicating information about student performance.

UNIT VIII: READING INSTRUCTION PRACTICE

Objectives

Part One:

1. The tutor will be able to list at least two activities that can be used to teach basic sight words.
2. The tutor will associate the term "basic sight word list" with a list of most commonly used words.
3. The tutor will be able to list at least two methods of association commonly used to help children remember sight words.

Handouts:

1. Simulation
2. Evaluation of Units VI, VII, and VIII

Introduction

Notes for the *trainer.*

I. Review the reading skills mention in Unit VI.

The three main categories of reading skills are word recognition skills, comprehension, and application or study skills.

II. Sight words:

A. Definition: The frequently read words that are recognized on sight are often referred to as "sight" words. Proficient readers have learned to recognize all but occasionally unfamiliary technical terms by sight. For example, you yourself rarely "sound out" a word.

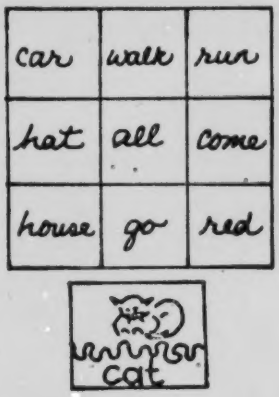
B. Teaching sight words—rationale: Most beginning reading programs attempt to teach children to read some of the most common words on sight from the beginning. If a child attempted to analyze the sounds in every word he read, he would probably not understand what he read. What's more he would probably also be bored with reading. Another reason for teaching some sight words is that many of our words are not spelled as they sound, since our spoken language changes more rapidly than the written form. Many of the words in which spelling doesn't correspond with pronunciation are the ones which are most often used.

C. The Dolch List: Dr. E. M. Dolch's word list is called a "basic sight word list". Dr. Dolch compiled the list from reading materials. He tabulated the frequency of the words used in a number of books and other materials and selected the 220 most frequently used words. This is referred to as Dolch's Basic Vocabulary List. These words constitute a basic vocabularly that should be recognized on sight so that a child's reading can begin to become fluent. (This list is found in the appendix of the "Tutors' Resource Handbook.")

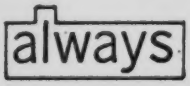
D. Some common techniques for teaching sight words:

1. Meaning—
   Children learn to recognize sight words by associating the word with the meaning. Consequently, we usually introduce a new sight word in a sentence. Occasionally we play charades with them in combination with an action word by having the child act out the word.
2. Picture association—
   Associating words with pictures is related to meaning association. Sometimes we use *word cards* with pictures to help the child remember words. These are shown to the child as flash cards. Variations of this include *work sheets* in which the child draws a picturn to represent a word. Another game

is a coverup bingo-type card where the child matches a picture with a word. *Picture puzzles* are another activity that can be used.



3. Sound association—
   We have the child say the word to help him remember it.
4. Configuration—
   Sometimes a child remembers a word by looking at the shape of it. So we draw a line around the word to emphasize the shape.



5. Motor association, or word copying—
   Children may be helped to remember words by having them copy a word. Then the tutor erases it to see if they can remember it.
6. Kinesthetic association—
   For children who seem to have a lot of difficulty remembering words, we sometimes have the child write the word in crayon, then feel the texture with his finger. Felt, sandpaper, clay, fingerpaint, and sand are sometimes used in the same way.

   There are many means to the same end. These six methods of teaching sight words show how important it is to involve as many of the child's senses as possible in the learning process. Some children learn best by listening, others by looking, writing or feeling, or by some combination of these. (If one method doesn't work, another should be tried.)

Handout: Simulation

This lesson is intended for practice teaching—either in role playing with a tutor acting as the student, or with a child.

Simulation lesson: Teaching sight words

Objective:

Given one of the five sight words listed in today's lesson, the student will recognize and pronounce it after 30-seconds exposure.

Words:	*Materials:*
only	5 cards with new words printed on them
right	5 blank cards (some extras)
their	marker or felt-tip pen
when	poem about a Bear
they	pencil or crayon

For the *tutor*—

Introducing the words:

"Today we are going to learn some new words and play a new word game. I have the words printed on these cards." Show the cards and pronounce the words. Have the child say the words. "Here is a poem that has all the words in it. Let me read it for you. It's called 'B' is for Bear".

I like
Bears
And Lions
All right
And
Especially
In their
Cages
But
I like bears
And lions
The most
When
The are only
Just on
Pages

(From *Sky Blue*—D.C. Heath and Co., Publishers.)

"Let's see if you have sharp eyes: Read the poem with me now and see if you can find the new words on these cards. When you find them, draw a circle around them." (Read poem together and stop for child to circle the five words.)

"We need pairs of cards to play this concentration game together. So we'll play a little memory game while you make cards just like the ones I made. I will show you the card for just a few seconds. Then I will hide it while you see if you can print the word on an empty card from memory." Show the card. Pronounce the word. Then hide it. The child writes the word. Then check it with the card to see if he wrote it correctly.

Practice activity:

Shuffle the 10 cards and place them in 2 rows face down on the table. Players take turns turning up a pair of cards to try to get a match. As he turns the cards over, he pronounces the words. If the player makes a match he has a trick. If not, he turns the cards back face down in the same position. Player with the most pairs wins. Either the tutor or the child may keep the cards. They may be added to other sets of similar sight word cards the child makes in future lessons and the game may be played with a bigger deck, if the child appears to enjoy it.

Variations:

Other word games can be made, such as a race track with words around the track. Dice or a spinner can be used for moves. First one around the track wins. Commercial bingo games are available from Garrard Press with all the Dolch sight words in several sets.

Evaluation:

If the child didn't learn all the words, some of the other methods suggested may be added. It would be a good idea to check at the next tutoring session to see whether the student remembers them.

Discussion questions

Ask the tutors to *identify* problems they may have had with the lesson.

1. Were the goals met? (if actually teaching)
2. Were directions understood?
3. Do you think it is important to think about what you're going to do before you do it?
4. Was the student interested?
5. Did you remember to praise the student?
6. If the lesson wasn't successful, do you know why?
7. If the lesson was successful, do you know why?

Peers can provide evaluation in role playing situations.

Summary

One of the important word recognition skills is learning to recognize common words by sight. The Dolch list provides a good basic list of words for teaching the poor reader to recognize some words instantly. There are several different methods used to help a child remember words. These include association with:

1. meaning clues
2. pictures
3. shape of the word
4. pronounciation
5. copying or feeling the word in textured form (motor or kinesthetic association)

Activities to teach sight words can often include games which are more fun than drill with word cards. Games help capture and hold the child's attention while he learns desired skills.

[Note to the trainer: Evaluation forms are provided for you as feedback in order for you to see how the lessons are being received by tutors. If you feel that tutors may be intimidated by some factual questions—like the ones following Units IV, V, and VI—you might suggest that tutors *not* put their names on evaluation sheets. Names are not needed for your purposes.]

EVALUATION OF UNITS VI, VII, and VIII

Cross out the one that does *not* belong:

1. The three main categories of a lesson plan include:
   a. word recognition
   b. comprehension skills
   c. picture association
   d. study skills (using reading)
2. Some ways of recognizing words are:
   a. memory of sight words
   b. saying words aloud
   c. sounding out (using phonics)
3. Important parts of any lesson plan are:
   a. work books
   b. goals or objectives
   c. practice activity
   d. introduction
4. Behaviors by tutors that will contribute to successful learning experiences for the students are:
   a. understanding goals
   b. interest and enthusiasm
   c. willingness to cooperate with the student
   d. praising successes by the student
5. The Dolch sight word list is a:
   a. list of frequently used words
   b. a list of words in braille for blind
   c. a basic word list to know on sight
6. Activities that may be used to teach sight words could include:
   a. matching words and pictures
   b. playing bingo with words
   c. having students learn sound of letter
7. Some methods to help children remember words include:
   a. copying words
   b. getting the meaning in a sentence
   c. eating fish
   d. pronouncing words

REPEAT OF UNIT VIII

Objectives

[The trainer may find it desirable to conduct a second practice session on Instruction.]

Reading Instruction Practice

1. The tutor will be able to list at least three common endings which change word meaning.
2. The tutor will be able to list at least two activities for helping a child to recognize a word containing such an ending.
3. The tutor will be able to teach one lesson designed to teach a child to recognize these endings.

Introduction

One of the important subskills involved in recognizing words is that of knowing inflectional endings. An inflectional ending is an ending which changes the grammatical form of the root word. Grammatical forms may involve number, tense, mood, case, etc. Some common endings are: -s, -es (plurals), -ed, -ing, -er, -est. The child who is not thoroughly familiar with word endings and how they are used may not recognize the word "boys"—even when he knows the word "boy"; nor will he know "walked" though he does know "walk."

The process of recognizing a word containing such an ending involves looking at the word, separating the "root" word for its ending (visual analysis), and putting it back together. Knowing the parts of the word enables the reader to recognize the entire word. "Root" or "stem" is a term which describes the word base which is modified by adding inflectional endings. These endings do not always sound the same. For instance, some plurals are pronounced like "z" and some "-ed's" are pronounced like "t". In some dialects these endings are dropped altogether or altered, such as "runnin'," etc. We prefer to teach a child to recognize the word with the ending, but not to alter his pronunciation of it. A child in grade school is not concerned with changing his speech patterns, and we would prefer *not to be critical of the child's speech* since we are interested in providing successful learning experiences.

Here are some word structure elements commonly taught. As a child analyzes a word, he is taught to identify *first* the largest parts of the word that he recognizes. These are some of the parts he should identify:

Words in a compound word	Stem or root	Inflectional endings	Prefixes	Suffixes	Contractions	Possessives
fire man	do	dog/s	dis/prove	help/less	didn't	John's hat
snow man	re/do/able	box/es	re/turn	hard/ly	won't	
some/thing		walk/ed				
Syllables						
lit/tle		walk/ing				
sur/prise		small/er				
		small/est				

Simulation Lesson

Objective:

Given a known root word combined with a common inflectional ending, the student will recognize and pronounce the word.

Introduction to the lesson:

Place these sentences on the blackboard or a sheet of paper for the child to read.

painting	Jack _____ the dog house.
painted	Mr. Jones will _____ his house.
paint	Mary is _____ a picture.

Taking one sentence at a time ask the child to help you select the one that sheuld complete the sentence. Ask him if he has used these words before.

What has been added to "paint" to make "painted"?

What to make "painting"?

Do these exercises together the same way:

1.	stop	The bus is _____ for the train.
	stopped	The bus _____ at each street.
	stopping	_____ look and listen before you cross the street.
2.	jump	Jack _____ over the candlestick.
	jumped	The cow will _____ over moon.
	jumping	The grasshopper is _____ for joy.
3.	help	"_____," cried the drowning man!
	helped	The boys _____ him out of the water.
	helping	Thanks for _____, said the man.

Practice activity

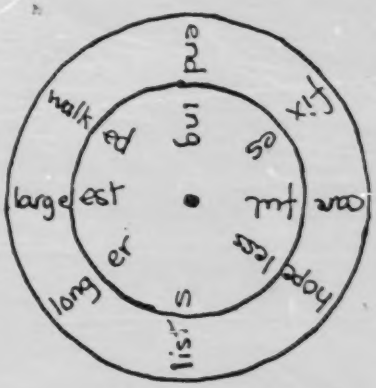
Materials:

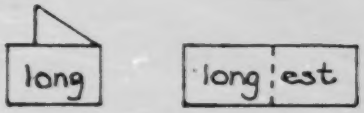
Cards with the following words in sets of four:

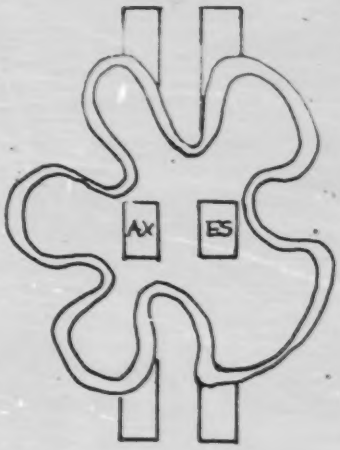
	call	calls	called	calling
Jump; i.e., help	call	calls	called	calling
walk	walk	walks	walked	walking

call
stop
plant
pull
lift
paint

A game like authors can be played with the cards. Cards are dealt five to each player. The remaining cards are left face down on table. Players take turns drawing from the draw pile and discarding at each turn. Players may put down groups of three or four words with same stem, pronouncing them as played. A player may play a single card if it completes his book or his opponents' book. First player to go out (play all his cards) wins the game. Other activities include using word wheels—made with two circles of construction paper or tag board fastened with a brad. The root word is placed in the middle ending on outer circle.







Evaluation

The best evaluation of this kind of exercise is to give the child a passage to read that contains the inflectional endings in order to see if he is able to use this skill in context. For example, "Little Billy Goat Gruff started over the bridge. Who is that walking on my bridge! said the troll."

Discussion questions

Discussion should involve evaluation of the lesson:

1. Was the tutor enthusiastic?
2. Did he have goals well in mind?
3. Were the materials prepared and ready?
4. Did he praise the student for his work?
5. Was the lesson successful in terms of meeting the goal?
6. If not, do you know why? Did student have prerequisite skills?
7. Should more practice on this skill be provided?

Summary—By Trainer

Analysis of words for word recognition involves identifying first the largest parts of the words that the student knows, and then putting the parts together. This may involve identifying syllables, or it may involve the identification of a whole word to which another word has been added, as in "mail box," or a whole word that has an inflectional ending, prefix or suffix. Teaching inflectional endings is sometimes passed over since the teacher more or less takes for granted that a simple skill like this will be automatic. This is not so in most cases. Many word identification problems can be traced to lack of skills in visual analysis of these common word parts.

UNIT IX: PREREADING ACTIVITIES

Objectives

1. The tutor will have an understanding of what "reading readiness" means.
2. The tutor will have an understanding of what the prereading skills are and how to teach them.

Handouts:

1. List of prereading skills
2. Simulations 1 and 2

Introduction

Suggestions for introductory remarks by the trainer:

The first thing that a tutor needs to know about reading readiness is that learning to read is a difficult task. The child needs a number of skills and attitudes before he learns to read. During the first stages of reading instruction, it is necessary to determine the extent to which the child has mastered or acquired these skills and attitudes. Put in other words, is the child ready to learn to read? Generally, most children must be channeled through a series of language and reading readiness objectives before they are ready for reading instruction.

I. Misconceptions about reading readiness

Regarding reading readiness, educators take varied positions. It should be pointed out, however, that current evidence refutes many of the arguments for postponing reading instruction because the child is not "ready" to learn to read. For example:

A. No precise chronological age assures success in learning to read.

B. No mental age or IQ assures success in learning to read.

C. There is no basis for demanding that a child have a "phonics" background before he learns to read.

D. There is no evidence assuring that the acquisition of a certain number of sight words is necessary before reading instruction begins.

II. Prereading activities

Reading readiness and reading are continuous processes. There is no point at which one ends and the other begins. Every child is ready to learn or acquire some part of the reading skill. The tutor's job is to diagnose the skills the child has already acquired and to set the appropriate reading readiness or reading objects for the child.

Handout: Prereading Skills

Items III through VIII are representative of the skills and attitudes which eventually lead to reading. This listing is not definitive. Moreover, many of the skills are only associated with readiness for reading. Many of them may not be necessary.

[This list should be passed out and discussed with the class.]

III. Visual discrimination

A. The child is able to see simple likenesses and differences in shapes, colors and objects.
   1. Knows differences
   2. Knows likenesses
   3. Discriminates between differences and likenesses

B. The child distinguishes letters from all other forms.

C. The child distinguishes words from all other forms.

D. The child distinguishes among words in the following ways:
   1. First letters
   2. Last letters
   3. Letter order
   4. Whole words

IV. Auditory discrimination

A. The child distinguishes familiar sounds.
B. The child distinguishes letter sounds.
   1. Beginning of words
   2. Ending of words

V. Directions

A. The child is able to follow simple directions.
   1. Directed to him, "Tommy, go to the closet and get three pencils."
   2. Directed to a group of which he is a part, "Class, open your books to page nine."
B. The child is able to follow a series of directions involving two or more steps.
   1. Individual: "Jane, get the blue book and take it to Mrs. Jones' room."
   2. Group: "All the boys go to the school office, get the juice and cookies from Mrs. Anderson, and bring them back here."
C. The child is able to retain directions over a long period of time.

VI. Being read to

A. The child comes readily to reading class.
B. The child listens to stories with and without pictures.
C. The child asks to be read to.
D. The child listens to stories of varied lengths.
E. The child uses a book to retell a story.

VII. Handling books

A. The child knows a book is to read.
B. The child knows he should not tear the pages or scribble in the book, even though he may accidentally rip a page.
C. The child holds a book correctly.
D. The child knows where the beginning of a book is.
E. The child knows where the ending of a book is.
F. The child knows where the title of a book is.
G. The child turns the pages of a book correctly (right-to-left and one at a time).
H. The child knows where the top of a book is.
I. The child knows where the bottom of a book is.
J. The child knows that a line of print is read left-to-right.
K. The child observes the relationship between pictures and print.

VIII. Attempts to read

A. The child responds to the pictures in a book.
B. The child is able to "read" (tell) stories from pictures in a book.
   1. Familiar book
   2. Unfamiliar book
C. The child "pretends" to read from a book.
D. The child learns letters.
   1. Sound (upper and lower case)
   2. Names (upper and lower case)
E. The child learns words.
F. The child asks for help in reading.
G. The child reads whenever asked to.
H. The child resists interruptions during reading activities.
I. The child helps others read.

In addition, the child's learning is facilitated if he demonstrates satisfactory functioning in the physical, mental, social, and language areas, and if he has had a satisfactory experience background.

Some characteristics which the tutor might use as guides in observing children prior to reading instruction follow:

IX. Physical functioning

A. Has adequate vision
B. Has adequate hearing
C. Has adequate vitality and energy
D. Has good general health
E. Has adequate motor coordination
F. Shows consistent use of one hand and has not changed from left-handedness to right-handedness

X. Mental functioning

A. Shows ability to learn
B. Shows ability to follow directions
C. Shows ability to observe
D. Shows ability to remember
E. Shows ability to reason
F. Shows adequate attention span
G. Shows curiosity and interest
H. Shows interest in books and learning to read

XI. Social functioning

A. Gets along with other children
B. Can adapt to group activities

C. Responds well to group controls
D. Participates actively in group projects
E. Is satisfied with reasonable amount of attention
F. Can perform usual classroom routines

XII. Emotional functioning

A. Is emotionally well-controlled for age
B. Is relatively free of nervous habits
C. Shows sufficient personal independence
D. Usually works with confidence
E. Usually seems happy
F. Shows relative freedom from hyperactivity

XIII. Language and speech

A. Speaks clearly
B. Has English-speaking background
C. Has adequate vocabulary
D. Expresses his ideas adequately

XIV. Experience background

A. Has had many opportunities to go places, see things, discuss
B. Has had many experiences with pictures, books, stories
C. Has had many experiences in expressional activities—painting, clay, or dramatics, etc.
D. Has had kindergarten experience

(To the tutor: In the event that you note lack of significant mastery in many of these areas, a conference with the child's teacher is essential. You should make a list of such areas of need, perhaps using the categories in this list, and discuss them, one by one, with the teacher. The two of you will be able to plan a strategy for supplying additional work in prereading skills.)

Handout: Simulation One

Pass the following activities out to the class. Then have each member develop an activity and teach it to the rest of the class.

1. *Rhyming from pictures:* You show a picture of an object and the class gives all the words they can that rhyme with it (Auditory-discrimination.)

2. *Symbols:* The class is to match symbols. These are such things as blue stars, red circles, purple hexagons, yellow squares, green triangles, and orange crescents. (Visual discrimination.)

3. *Letter game:* The class is given sheets prepared with short rows of lower case and capital letters. The class is then instructed to put a circle around the big letters, or the small letters.

Example—*AAaa aaaA AA*
CCCcc ccC CcC

4. *Finding missing parts:* Your materials are old readers, magazines, or newspapers. Cut parts of pictures off and have the children name the missing parts. Example: cut off the tail of an animal. (Visual discrimination.)

5. *Tapping game:* Children listen while you tap out a series on the desk or blackboard and then try to repeat it if they are called on. (Auditory discrimination and memory.)

6. *Sounds round about:* Have a class close their eyes and listen to the sounds and remember them. After 30 seconds or so the children may report someone coughing, a child on the playground, a truck going by, etc. Encourage them to remember as many sounds as possible and try to locate them.

7. *Guessing opposite and seeing relationships:* With a small group you may say such things as:

Candy is sweet but pickles are _____?
An airplane is fast but a horse is _____?
The sky is above, the ground is _____?

8. *Storytelling:* Round Robin—The children sit around in a circle. The teacher starts off by saying something like this: "Once there was a little boy." Individual children are called on, each to make up a sentence until a story is completed. (Concept building.)

9. *Seeing and drawing:* Draw a large symbol on the blackboard. Choose something which is reproduced easily. Let the children look at it for about 10 seconds; then cover or erase the symbol. Ask the children to reproduce it as accurately as possible. (Visual discrimination.)

10. *Guessing game:* Line up a series of objects, pictures, or toys on the floor. Ask the children to look carefully at all objects. Then tell them to close their eyes while you or a child removes one of the objects. Then ask the children to try to guess what is missing. You can use the same game but move the objects around in different order and have the children put them back in proper left to right order. (Visual discrimination.)

11. *Supplying endings:* You may read three or four lines of a story unknown to the children, who then supply endings to the story. These may be your own original stories or they may actually be stories you will read at a later

time. (Develop language abilities, habits of working in a group, and interpretive skills.)

12. *Policeman and lost child:* One child is chosen to be the policeman. The teacher or a mature child describes someone in the group who is "lost" and the policeman "finds" him. The found child then becomes the policeman. (Interpretation and deduction.)

13. *Puzzles:* Ordinary dime-store cardboard puzzles may be used to develop readiness. Puzzle pieces may be marked with numbers, letters of the alphabet, or simple words and the place where the piece belongs should be marked the same. Children enjoy matching these. (Matching and fine muscle coordination.)

14. *Trip to the store:* One child begins by saying he went to the store (any kind of store) to buy something, such as cake. The next child repeats the sentence and adds another item, "I went to the store and bought cake and bread." The next child repeats what has already been said and adds another item. Children vary in their ability to recall, but many are able to repeat six or eight items from memory.

15. *Find the missing color:* Crayons, paints, or paper of various colors are placed in a row. Children study them. One child covers his eyes while one color is removed. The child uncovers his eyes and tells the missing color. Difficulty may be increased by removing more than one color if the children know their colors and are rather mature.

16. Place several small familiar objects on a table and cover them with a cloth or piece of paper. Remove the cover, exposing the objects for a few seconds. Replace the cover and ask the children to name as many objects as they can recall. Gradually increase the number of objects exposed.

17. Expose a simple pattern for a few seconds, remove it and have the children draw it from memory.

18. Expose a picture containing a number of items. Remove it and have children tell as many things as they remember seeing.

19. Describe some object and have the children guess what it is. "I am thinking of something little and white with long ears and a short tail and pink eyes," for example. Encourage children to try to visualize the object while it is being described. Describe the clothes and appearance of some child until the children can guess who is being described.

20. *Clapping game:* Have one child leave the group and give another child some object like a doll's shoe. The child can sit on the object, thus keeping it out of sight. When the first child returns to the group, children indicate whether he is "hot" by loud clapping or "cold" by soft clapping. The child guesses who has the shoe.

21. Use a drum, triangle, bells, a glass, two pieces of paper and have children become familiar with different noises. Then have a child face away and see if he can recognize the different sounds.

22. Teach the children the rhythm of various activities, such as: jumping, skipping, hopping, walking, running. Have them guess what a child is doing from the sound they hear. One child could perform while the others have their eyes closed.

23. Have the children listen for words that rhyme. They can at times be asked to supply the missing word in a poem or jingle as:

Little Jack Horner
Sat in a _____.

24. Let them guess riddles, such as: "I'm thinking of something that sounds like *Room*." (or, "sounds like *fall*.") (broom or ball)

25. Ask the children to think of words that begin with certain sounds: such as "m" (mother) or "f" (fish).

26. Children enjoy catching the teacher in a mistake, like:

Little Miss Muffet
Sat on a stool.

Handout: Simulation Two

Pass out the following finger-play activities and have members of the class engage the rest of the class in the activity.

[N.B. Trainer must know how games are played.]

1. Here's a ball,
   And here's a ball,
   And a great big ball I see.
   Shall we count them? Are you ready?
   One, Two, Three.
2. Sometimes I am tall,
   Sometimes I am small,
   Sometimes I am very, very tall,
   Sometimes I am very, very small,
   Sometimes small, sometimes tall,
   Guess how I am now.

3. Father and mother and children three,
   Living in a house we see,
   All as busy as bees,
   For they are the finger family.
   Father plays the violin,
   Mother plays the flute,
   Little Billy plays the horn,
   Toot, Toot, Toot.
4. Five little squirrels sat in a tree.
   Said the first little squirrel,
   "What do I see?"
   Said the second little squirrel,
   "I see a gun."
   Said the third little squirrel,
   "Let's hide in the shade!"
   Said the fifth little squirrel,
   "I'm not afraid!"
   When bang! Went the gun—
   And how those squirrels did run!
5. Here's a nest for Robin Redbreast,
   Here's a hive for the Busy Bee,
   Here is a hole for Jack Rabbit,
   And here is a house for me.
6. Leaves are floating softly down,
   They make a carpet on the ground.
   They swish, the wind comes whistling by
   And sends them dancing to the sky.
7. Two little dicky birds sitting on a wall,
   One named Peter and the other named Paul.
   Fly away, Peter,
   Fly away, Paul.
   Come back Peter,
   Come back Paul.
8. Let's roll our hands,
   And roll our hands,
   And give our hands a clap.
   And roll our hands,
   And roll our hands,
   And fold them in our laps.

Summary

The primary consideration here is that the tutor realize that some children may need many skills to help them read. Before they can interpret the symbols that they see on paper, they often need practice in the prerequisite skills, called readiness skills.

UNIT X: LANGUAGE-EXPERIENCE ACTIVITIES

Objectives

1. The tutor will be able to name at least three activities used to teach reading with experience stories.
2. The tutor will be able to teach at least one lesson using the language-experience approach to reading.

Handouts:

1. Simulation: lesson plan
2. Evaluation

Introduction

Learning to read through the child's own experiences.

A. Rationale

The language-experience approach to reading attempts to bring reading and other communication skills together in instruction. It makes possible the use of the child's own experience background in his reading development. These experiences are an important part of a successful reading program.

B. Advantages of learning to read through language-experience activities

1. Every child comes to school with a spoken language that he has learned for the purposes of communication.
2. To some extent the child can already express himself in picture form.
3. What he writes he can read. (Someone may be needed to write the words, but he can read them back.)
4. The material the child writes will be in his language, not "book talk," which is at best artificial, and may even be another dialect.
5. The child will understand the concepts contained in the material he has composed. In other words, he will have the background experience necessary to understand the material, which is often not true of the material in basal reader series.
6. The child experiences the thrill of seeing his own words in print.
7. The child can learn to symbolize each sound as he writes rather than assigning a sound to a symbol.
8. He learns that reading is understanding and interpreting the ideas of the author.
9. He learns that reading is *not* saying words, but rather expressing a thought. Reading is *not* only working through a sentence with word analysis, but rather relating a passage to express an idea.

C. Some examples of language-experience activities

Some of the kinds of activities a child does with his experiences may include:

1. Painting a picture of something he saw or fantasized and writing a story about it. The story could be only one sentence, either written or dictated by the child.
2. Taking pictures with a camera and writing about them.
3. Cutting pictures from magazines to write about.
4. Writing about a collection of leaves, stones, shells, seeds, butterflies, etc.
5. Drawing a series of pictures to form a television show, a movie, a comic strip.
6. Writing directions for making a model, playing a game, or cooking.
7. Writing jokes and riddles.
8. Describing an event like a basketball game.
9. Writing letters to friends.
10. Using an experience story chart for word identification.

Of course, all of these things should be read by the child or the class. They may be made into books or displays that others can read, too. Children will enjoy having the tutor write simple messages that are for him to read, as well.

Handout: Simulation

Lesson plan

(For practice by the tutor—either with another tutor or with a child.)

Objective:

1. The child will be able to recall and list in sequence the events of a story read to him by the tutor after the story is completed.
2. The child will be able to read the descriptions of pictures of events he has written and match them with the pictures.

Materials:

A book with story
Paper for drawing (5 sheets)
Strips for narration
Pencil and marker
Paste
Tape
Crayons

Introduction by the *tutor*:

The tutor reads a story to the child. For a young child, third grade or under—*Three Billy Goats Gruff* or *The Little Red Hen* are suitable. For a slightly older one, *Jack and the Beanstalk* (4th), *Ali Baba and the Forty Thieves* (5th-6th), and the like, would be more appropriate. After the story is read, ask the child to tell you the story as it happened. Help him if he forgets. Then ask him to sketch four or five pictures to represent the story in sequence. The pictures can be painted or colored later if there isn't time during the tutoring session. After the child has sketched the pictures, have him describe what happened in the scene he has pictured. Then the tutor writes a short description on a strip—one or two sentences each picture.

Practice activity:

The child takes the strips he has dictated to the tutor, reads the narration and matches it with one of the illustrations he has drawn. The pictures are taped together to form a movie or television show. He should read it again in sequence after it is put together. Later he can read the story as he wrote it to his class.

Variations:

The same kind of format can be used for a story based on a child's experience or a fantasy story. For example, he may picture events in his school day or a typical Saturday, the development of a butterfly or a pollywog, or steps involved in a science experiment.

As the child becomes more proficient in writing he could write a play or puppet show. This can be dictated into a tape recorder for you to transcribe later if the writing slows you both down too much.

Evaluation of the lesson

Was the child able to recall events in sequence? Does he need more practice?

Could he describe the events coherently—in sentence form?

Did he know the vocabularly he used well enough to read it? With what common words did you need to help him? List them.

Discussion questions

(For the trainer to use in group discussion. Questions are addressed to tutors.)

1. Did you find a language-experience activity difficult to teach?
2. Did you feel you accomplished the objectives of the lesson?
3. Did the student seem to enjoy the activity in the lesson?
4. Did you evaluate the activity?
5. Did the student seem to feel he had done well? Did you tell him that he did?
6. What are some possible difficulties in using language-experience activities?

Summary

Use of the child's experiences and or writing as his reading material helps solve the problem of differences in language; for example, the variation between conversational and artificial book language and language difficulties due to differences in dialects. Use of the child's experience stories assures that the child's reading material contains words or concepts that he understands. Another advantage to writing about experiences is that the child practices other communicating skills while he is learning to read. One of the drawbacks may be that there may be a lot of written words the child doesn't know since the material he writes is not limited in vocabularly as a basal reader is. Teachers who use language-experience stories do not limit children to reading only their own stories. A child will want to read some things that other authors write in addition to reading his own writing, of course.

UNIT XI: QUESTIONING TECHNIQUES

Objectives

1. The tutor will be able to choose from a list of questions in a basal reader the type of question that calls for a factual response.
2. The tutor will be able to choose from a list of questions in a reader those that ask the student to interpret or to react to materials.
3. The tutor will be able to choose from a list of questions those that stimulate divergent answers.

Handouts:

1. Outline of question types
2. Practice exercise

Introduction

Teachers have traditionally used questions to find out what the student has learned in reading in order to determine whether the student has understood what he has read. Many good teachers are aware that the kind of questions asked of the student determine to a great extent the depth of his understanding. Some questions inspire students to develop habits of thinking for themselves, evaluating material and learning to apply what they read to their own experiences. Others call for mere memory of the facts contained in an article or a book.

Questions may be asked before the child begins to read to give him a purpose for reading. They can also be asked while he is reading to help him focus his attention on important details or even to help him identify an unfamiliar word. For example, the child reads "The pretty _____." The tutor might ask, "The pretty what? What is pretty that begins with *h*?" Sometimes we give a child a question after he has read a selection and ask him to find the sentence that answers this question. Sometimes we ask questions that call for the student to apply what he has learned. (i.e., Carbon monoxide fumes are injurious to our lungs. What does this mean to us?) Occasionally we might ask a student whether a story or article represents truth or fantasy. Is it real or imaginary? Does it represent facts or opinions? Questions can guide a child's reading and stimulate him to think not only about what he is reading but beyond the page as well.

QUESTIONS CALL FOR

A. MEMORY AND FACTUAL RECALL
   1. Grasp of ideas
   2. Can be asked before, during or after reading

B. REACTION TO MATERIAL
   1. Interpretation
   2. Explanation
   3. Comparison

C. PRODUCTION OF IDEAS
   1. Formation of hypotheses
   2. Prediction of events

D. EVALUATION

Examples

1. Who went on the picnic?
2. Where was the picnic?
3. What did the boys do when it started to rain?
4. When did the boys go home?

1. Can you explain why Jacks' mother was angry when he got home?
2. Compare Jack's reaction to Fred's when they realized they were lost.
3. Why didn't the boys light matches to see where they were in the dark?

1. How do you think Jack felt the next day?
2. What other possible routes might the boys have taken when they realized they were lost?
3. What might have happened if the farmer hadn't seen their signal?

1. Was this story realistic?
2. Do you think it was a true story, or did the author make it up?

(The questions in categories B, C, & D are broad questions. They are usually asked after reading.)

Simulation

The simulation for this unit has two parts. The first is an exercise in classifying questions in two broad categories. These are factual questions and questions that call for the reader to react, to produce his own ideas or to evaluate and apply concepts gained from his reading. *Copies of readers*, et cetera, *containing questions* are needed for this exercise.

The second part of the simulation involves practice in asking narrow and broad questions and gives the tutor an opportunity to experience the feeling of restriction that narrow questions can give the responder.

Part 1

To the tutor: Examine questions from teachers' editions of basal readers or from other reading exercises. Classify them according to narrow or broad categories. (Some children's texts are needed for this exercise.)

Narrow questions—
Who, what, where, when
Broad questions—
Why, explain, compare, how do you think, etc.

For what purposes are narrow questions used? How are broad ones used?

Part 2: Practice Exercise

Directions to trainer for questioning practice session

Divide the class of trainees into teams of three. Each person will perform the functions of questioner, responder and observer in turn. The participants may choose any subject they wish in the event that the suggested topics are not of interest to them. The function of the observer is to try to keep the questioner asking questions at the level called for by the directions for each round.

A. Round 1
   1. 5 minutes
   2. Questions from group A: narrow and factual
   3. Suggested topic: planning menus for a family of 5
B. Round 2
   1. Change roles within team
   2. 5 minutes
   3. Questioner begins with narrow group A questions and switches to broader ones
   4. Suggested topic: the first landing on the moon
C. Round 3
   1. Change roles within team
   2. 5 minutes
   3. Begin with broad, group D questions and work down to narrow, group A questions

Discussion questions

1. What kinds of answers did you get from your responder in round one?
2. How did the answers you received in round two change? How did the responder feel?
3. How did the responder feel in the last round as the questions became narrower?

Summary

The questioning exercise should have given the tutor a feeling for the effect that different techniques have on the students' thinking. Broad questions which call for the student to react to materials and to produce some ideas of his own related to his reading require a greater involvement of the student in the reading than do factual questions. These are the "who," "what," "where" questions which are most often asked, but which do not stimulate students to think for themselves, nor give learners an opportunity to express their own ideas. Factual questions are occasionally useful but should not be used exclusively. Stimulating questions usually make for a stimulated learner.

UNIT XII: READING IN THE CONTENT AREAS

Objectives

1. The tutor will be able to list at least four special skills needed for reading in subject areas.
2. The tutor will be prepared to instruct a student in at least one study skill.
3. The tutor can list the steps involved in planning or teaching a lesson.

Handouts:

1. Sample exercises
2. Simulation

Introduction

I. Purposes for reading.

We read different sorts of material for different purposes. These purposes require us to apply different reading skills to the kinds of material we choose. We generally pick up a novel for recreational reading, and we approach it in a different manner than we would a news editorial or a science text. Reading the science text demands close attention to factual detail and a high degree of comprehension of specialized vocabulary. The novel will not include words like photosynthesis, phenylalanine, and deoxyribonucleic acid, but a biology student must have instant grasp of these polysyllables. The newspaper, on the other hand, requires selective skimming. Productive use of the telephone book needs yet another sort of skill, that of isolating the area of interest and discarding information that is not needed.

II. Special skills needed for subject areas.

Just as we use many reading skills in our daily living, so the child must learn special skills in order to do his subject assignments, or some research on a topic that is part of his schoolwork. Each kind of material has its own body of *concepts* and a *vocabulary* of its own, just as cooking or biology or the sports section of the newspaper does.

In addition to the specialized vocabularies and concepts that are unique to a specific subject area, there are *special study skills* that can be used in many areas. For instance, the student must learn to use indexes, to locate topics, to use card catalogues. All require the student to know how to find something listed in alphabetical order. After finding an article a student might skim it to get a general idea of it, or to answer specific questions. He may want to list the facts in the article. Perhaps he should organize the facts under general headings to form an outline. Locating information, evaluating and organizing it, and following directions are study skills necessary to all the content areas.

Handout: Sample Exercises in Content Areas

These sample exercises illustrate exercises designed to develop special study skills needed by a student in his work in subject areas.

Studying about Washington, D.C.

A. Using the dictionary—learning vocabulary

The following is a list of words you may need to know. See if you can find them in your dictionary.

building
office
capital
dome
Court
Senate

Questions to guide you in using the dictionary—

1. What will you need to look for first?
2. What second?
3. How can a "key word" help you?

Complete these sentences with one of the words in the above list:

1. Washington, D.C., is the _____ of the United States.
2. The Capitol building has a lighted _____.
3. The men who serve in the _____ write laws for our country.
4. The Supreme _____ interprets the laws of our land.

B. Learning to use maps

Look at a map of the United States—

1. Find Washington, D.C. Find your city on the map.
2. What direction would you travel to get to Washington?
3. Will you cross any rivers? What are their names?
4. How far is it from where you live to Washington?
5. What State is the farthest away from Washington, D.C.?
6. Would you need to cross any mountains to get from Washington, D.C., to that State?
7. Would you need to cross any large bodies of water? If so, what?
8. What can you see from looking at the location of Washington, D.C., on the map that might give you some clues as to why it was chosen for a capital city?

C. Locating information

How could you find the following information in an encyclopedia?

1. What topic would you look for?
2. Which volume will you select?
3. How can key words help you?

Questions to be answered from the encyclopedia—

1. Why is our capital named Washington?
2. What are the members of the Supreme Court called?
3. Why do we need both the Senate and the House to make laws?
4. Who was our second president?

Note: For locating specific facts we usually ask "who-or-what" type questions. Numbers 2 and 4 are examples of such "who-or-what" questions.

The other questions require the student to do some selecting and organizing of information.

D. Following directions

Make a map of your neighborhood and locate the school on your map. (Remember the top represents North; the bottom, South; the left, West; and the right, East.) Locate your friend's house and the nearest shopping area. Make a legend for your map.

Legend: = my house
= stores
= Tommy's house
= school

Put in the streets and the rivers, if any.

Locate lakes and/or ocean.

Helps—What do the directions ask you to do?

What will you do first? next?

Perhaps it would help to number the steps. When you are finished, check to see if you have left out anything.

Handout: Simulation

Plan a lesson on one study skill in a particular subject area. These could include learning to locate information in dictionaries, encyclopedias or other reference materials, learning special vocabulary, following directions, organizing information, answering specific questions, reading maps, charts, or graphs.

Suggestions for activities:

1. Planning a trip by using road maps, getting information on travel times, etc.
2. Finding information about space exploration
3. Studying about banks: checking accounts, savings, loans, etc.
4. Organizing information for a "fight pollution" campaign, including preserving wildlife
5. Telephone skills: using the directory, making emergency calls, finding area codes, etc.
6. Making house plans
7. Studying newspapers
8. Listing steps in a science experiment
9. Alphabetizing a list of titles or authors

[*N.B.*: Be sure to state your goal. How will you introduce the topic? What activity will the child perform? How will you know if the child has achieved his goal?]

Discussion questions

Discussion might include checking over the lesson plan to see if it contains all the elements that it should. Here are some questions to guide evaluation:

1. Is the goal stated in such a way that I know what the student should be able to do after the lesson is completed?
2. Have I listed materials?
3. Are directions for activity understood?
4. Is there some kind of introduction or explanation of the skill before the practice?
5. How will I know if the child achieved his goal?

Summary

Special skills are required of children when they are using their reading to complete assignments in the content areas. Each subject has its own unique vocabulary and concepts. Study skills such as learning to locate information in dictionaries, encyclopedias, and other reference materials, to evaluate and organize information, to read maps and graphs, and to follow directions can be developed that will enable the child to be a more successful student.

Tutor self-evaluation

How do I know if I have succeeded?
Checklist for tutor performance.
Checklist for learner performance.

Evaluation should be part of every meeting with the learner. Do you and the child feel successful? Are your techniques working? Are you achieving specific skills and attitude changes? You ought to ask those questions each time and your work will have a greater sense of direction and undoubtedly be more successful.

Do you prepare for the next meeting by asking yourself what you need to do in order to move your student toward his objective? If you are not making any progress, or are not getting along with the learner, do you discuss it with the program director or with the child's teacher so they can advise you or give you another assignment?

The important person is the learner. You want to have him develop a positive attitude about reading and you want to help him gain the skills he needs to read well. Whether or not you are succeeding depends on whether or not you are meeting specific objectives for the learner. Given a dozen words that he has to learn by breaking them into syllables, is he able to perform the task when he is finished with the lesson? Given your objective for him that he should show some enthusiasm for a short story, is there any evidence that he is interested and willing to try another short story?

Sample evaluation checklists are shown on pages 53, 54, 78, and 79 to guide you in assessing your work as a tutor of reading.

Evaluation of the Learner

This checksheet will serve as an evaluation of one lesson and a guide to planning for the next one.

Child's name_____ Tutor_____

Date_____ Time_____

1. Objective: (The purpose of this meeting was)_____

2. Student reaction: (How did he respond?)

   Rate 1-4 (low to high)

   1. showed dislike
   2. did not respond
   3. responded without emotion
   4. responded enthusiastically

   ____ to purpose of lesson

   ____ to books and materials (describe)_____

   ____ to procedures (describe)_____

3. To what extent was the purpose (skill or attitude) achieved? What can he now do?_____

4. How can the next lesson be designed to improve his attitude or skill?_____

Rate 1-4 (Low to high: 1 = low positive feeling; 4 = high positive feeling)
Preparation

____ There was a (were) specific objective(s) for the lesson.

____ There was a clear plan on how to carry out the lesson.

____ Materials were there and ready for use.

____ A variety of activities kept lesson moving.

____ I praised and encouraged the learner often.

____ I made notes on learner's responses.

____ I showed enthusiasm for our work.

____ I gave the learner a sense of his progress toward his goal.

____ I have a clearer sense of the next steps to take.

____ Total points. (As a record of progress you may want to compare totals and individual items from week to week.)

What is success?

Success in tutoring must be a summary of all the areas listed in this self-evaluation unit. You do not have to score high in every category each time you tutor a child. That is not likely to happen. The greatest weight, however, must be given to those questions concerning evidence of change in the learner. You may plan well, but if the learner does not respond, then something else has to be done to achieve the success that you are after.

Part C
Teacher-Orientation Guidelines

UNIT I: OVERVIEW OF VOLUNTEER TUTORING PROGRAM

This unit, an overview of the volunteer tutoring program should:

1. Help the teacher see the need for a volunteer tutoring program.
2. Review for the teacher the problems a culturally disadvantaged child brings to the learning situation.
3. Acquaint the teacher with the purposes or goals of a volunteer tutoring program.
4. Illustrate for the teacher some of the ways a volunteer tutor can be used to accomplish these goals and thus be of assistance to the teacher.
5. Familiarize the teacher with the specifics of the tutor-training program so the teacher will know what to except of the tutor.
6. Provide the teacher with some examples of what tutors can be expected to do with the teacher's guidance.

Section 1: Purposes of and Need for Tutoring Program

Reading is perhaps one of the most important skills a person can acquire in today's highly literate society. Daily contact with street signs, package labels, newspapers and magazines, and telephone directories are a part of almost every human life. Any person who applies for a job must fill out an application blank that he must first be able to read. Yet, there are many people who cannot read as well as they should be able to read.

Estimates of severe reading problems in our schools range from a low of 10 to 20 percent of the pupils in middle-class suburban schools to a high of over 60 percent of the culturally disadvantaged population in inner-city schools. Not only are many of these children reading below grade level, but probably over half of these children are reading below their ability levels.

Who are some of these children who are having difficulty learning to read? Many fall under the heading of the culturally disadvantaged. While this term generally refers to the poor black or white children from the ghetto areas of our larger cities, it also includes the poor children who live in other areas as well—the hills of Appalachia, for example. Most of these children bring to school some of the following characteristics:

1. A limited background of experience.
2. Limited language development, a foreign language, or a different dialect.
3. A poor self-image, a sense of failure.
4. A distrust of teachers and school personnel.
5. Intellectual capabilities that may not be measurable on typical verbal tests or on tests which rely on many environmental factors.

The culturally disadvantaged child has had a number of limited or specialized experiences, but these experiences may not have been the kind that help the child achieve in school. He may not have had enough of the kinds of direction or assistance that help a child learn. He may not have been introduced to a world of books or reading materials of any sort. His parents or older brothers and sisters may not have provided him with the intellectual stimulation children need in their early years. Children need to be talked to, they need to have things explained to them, they need to have their questions answered, they need to be asked questions so they will have to think, they need to be read to, and they need to be exposed to great amounts of oral language. Only with this kind of stimulation can the child develop good oral language himself. Oral language development, listening and speaking is essential to success in reading.

When the disadvantaged child enters school, he may be considered backward because of his lack of language development or because of dialectical differences or for other cultural differences. His cultural differences may not be considered when instruction begins, and the

child gets even farther behind. He needs special kinds of learning activities to build up his experience background, to increase his oral language facility, and to change his attitudes toward himself and school. In this way and others the child's intellectual capacities can be stimulated and released for maximum academic achievement.

The disadvantaged child may be very bright, but no one will know what his intellectual capabilities are until they can be tested. Most intelligence tests require some degree of fluency in oral language usage, some reading ability, and a rather middle-class experience background or environment.

If 6 to 18 or more children in a class of 30 have reading problems which require individualized attention, the classroom teacher is not able to give it. There are not enough hours in the school day for the classroom teacher to individualize instruction to such an extent. Even when the school has a reading specialist, only some of the pupils who need help get it.

School administrators do not have the funds to hire additional teachers or reading specialists to eliminate the problems. Thus, the idea of using volunteers in the schools came into being. Just as learning to write requires first instruction and then practice, learning to read also requires instruction and practice. In the volunteer tutoring program, the teacher provides the reading instruction and the tutor supplements the teacher by providing the child with individualized attention and practice.

How successful is a volunteer tutoring program? There is very little research which clearly and unquestioningly demonstrates the success of the tutoring programs in reading. Few programs have tested actual reading performance of the tutees at the beginning and the end of such programs to collect data which illustrate the success of the programs. And, in most cases, the real successes have been reported in terms of changing the tutored child's attitude. These programs are still new, but their successes, though not always statistically calculable, are spreading across the country.

Review of Section 1

The following statements are a brief review of some of the ideas in section 1. Decide whether you think the statements are true or false, then give reasons for your answer. This can be done either orally or in a written format.

T F 1. Reading is not a necessary skill for a boy who plans to quit school at age 16 and do manual labor. Why or why not?

T F 2. Reading is not a necessary skill for a girl who plans to get married and remain in the home. Why or why not?

T F 3. Children who don't talk well when they enter school are stupid. Why or why not?

T F 4. A teacher who doesn't individualize instruction for every child who needs it is a bad teacher. Why or why not?

Section 2: Goals of Volunteer Tutoring Program

The goals of the volunteer tutoring program in reading are primarily these:

1. To provide more individualized attention for students who are underachievers in reading.
2. To try to erase the child's self-image of failure.
3. To increase the child's oral language facility.
4. To build the child's interest in reading.
5. To provide reinforcement for learning that occurs in the classroom.
6. To help the child see that learning can be fun.
7. To try to overcome mild reading disabilities before they become too severe.

Providing the child with individualized attention is probably the single most important ingredient of any tutoring program. If an adult can establish good rapport with a child who is having difficulty in reading, he can do much to make that child believe in himself. The tutor provides the child with an adult to talk to, a friend who is interested in the school. This may indicate to the child that school is not as bad as it seems at times.

Some children at very early ages begin to think of themselves as failures. Perhaps their parents have lead them to believe that they can't do

anything right, and when these children enter school, teachers and other children may add to these feelings without really intending to do so. Very often, the tutor will be able to change the student's image of himself as a failure by giving him opportunities to succeed. The tutor provides the child with books that he *can* read, with games that he *can* play, with opportunities to talk about the things that he knows. A child who believes that he *can* do something is much more willing to tackle new things, and his chances for success are greater if he believes in himself. This is not to say that anyone can do anything he believes he can. If a person's expectations are unreal he may still fail. But the tutoring program is designed to capitalize on the child's capabilities.

A child whose oral language is characterized by a small vocabulary, dialect differences or a foreign language, a small number of understood concepts, and a lack of standard grammar, needs to come in contact with a great deal of oral-language experiences. The tutor can read to this child, talk to him, question him. In short, the tutor can try to provide the intellectual stimulation the child needed but didn't get in his early childhood years.

Many children are not interested in learning to read partly because they don't see the connection between learning to read and their future life. Perhaps the child from the ghetto doesn't see any relationship between himself and the children pictured in his readers who live in houses (he may live in a tenement). The ghetto child often doesn't see any relationship between himself and the children in the reader who have a mother who stays home all day and a father who goes off to work each day (his mother very often may have to work because he has no father). He doesn't see any relationship between his family and a family in the reader who has pets and birthday parties. The tutor will attempt to build the child's interest in reading by helping him select books about subjects that interest him, experiences that he knows about, or by letting the child dictate his own experience stories to read.

The tutor will be able to use a number of games and instructional materials to reinforce learning that occurs in the classroom. A child who is having trouble with beginning consonant blends, for example, may play the game *Ends 'N Blends* with his tutor.

Games for skill building can be fun. Children, hopefully, will find that learning can be fun through other media besides games. Learning is fun when the child can be successful. Learning can be fun when the tutor takes the child to the library to see a film or hear a story. Learning can be fun when someone cares.

If a child's reading problems can be spotted early enough and something can be done about them, perhaps the child will progress through school without further difficulty. Typically children who have problems in reading are hampered even more at higher grade levels. If there is no time for the child to correct his difficulties or catch up, he only gets further behind. By working with children in the primary grades it is hoped that their problems will be solved before they become too severe. Good reading skills are necessary in the intermediate grades for *every* subject—not just reading.

Review of Section 2

Problem to solve. The following questions are to be used as a basis for discussions between the teacher and the teacher trainer.

1. Should a tutor spend most of his time talking with the child the first few sessions or should "work" begin immediately?
2. Does the tutor take over the teacher's job of instructing the child in academic subjects (reading)? Why? Why not?
3. How can the tutor help the child think that he can succeed? If a tutor helps a child realize success, what effect will this have on the child trying new learning tasks?
4. Are classroom textbooks always relevant to the real life of the child? Why? Why not?
5. Are games useful for helping children learn?

Section 3: The Volunteer Tutor and His Training

Who is the volunteer? The volunteer tutor is a member of the community who is interested enough in education and children to donate his

time and energies to helping a child or children with reading. The tutor may be a housewife who has some extra time now that her children are all in school or who is willing to find someone to keep her younger child or children while she spends her time in such a worthwhile endeavor. She may have children who attend this particular school. She may be an older woman who has grandchildren, or she may never have had children of her own.

The volunteer tutor may be a college student who sees such a program as a way for him to be of service to the community in which he lives. He may see such a program as a definite learning experience for himself as well.

The volunteer tutor could be a man who works afternoons and or evenings. He may have children who attend this particular school or he may just be willing to spend some of his free time working with children.

The volunteer tutor may be a retired teacher or businessman—someone with time on his hands and a need for being of service. Or the volunteer could be a high school student who is willing to give up his free periods during school (or after school) to help others.

Whoever the tutor is, *he is not a teacher.* The classroom teacher is still responsible for the major content of the schoolday. The tutor is available to aid the teacher by working with specific children, talking to them, listening to them, being a friend to them, helping them practice skills they have learned in the classroom.

Just as each child is different, so also will each tutor be different. Each tutor will have his or her own special experience background, his or her own special interests, and his or her own skills or abilities. Some tutors will learn quickly and will need less guidance as time goes on; others will learn more slowly and will need more help for a while. Most of the volunteers will have only their training sessions and the teacher to rely upon for guidance.

What was involved in the tutor's training? The tutor who volunteered for this program has spent 20 hours learning what it means to be a tutor, learning about working with children, and learning about some reading instruction practices. He or she has been given some insights into the differences between tutoring and teaching.

1. The necessity for establishing good rapport with the student has been stressed. The tutor has been encouraged to let the child talk, to listen to the child, to ask questions of the child that will require more than a yes or no response so that the tutor can discover as much as possible about the child and at the same time help the child develop better oral skills. The tutor has been taught to display confidence in the child's ability to learn and to demonstrate patience, acceptance of the child, and flexibility in each day's activities. The tutor also shows respect for the teacher and the school, and exhibits behavior suitable for a child to imitate.

2. The tutor has been briefed in the use of an interest inventory to discover the child's interests. Typical questions that might be used to identify the child's interests include the following:

What do you like to do in your spare time?
Do you have an allowance?
Have you ever earned money? How?
What do you do with your money?
What are your favorite television programs?
What do you like best about these programs?
Have you ever been to a farm?
Have you ever been to a ball game?
Do you have a pet? If so, what is it?
Do you like school? Why or why not?
Do you like to have someone read to you?
Do you have a library card?

Another type of informal interest inventory that could be used might be the open-end sentence type. The tutor begins a sentence and lets a child finish it. Sample open-end sentences for this might include:

My idea of a good time is _____
Most brothers and sisters _____
If I had $5 to spend I would _____
If I had three wishes, I would _____
The best part of school is _____
I would like to be _____

3. The tutor has had some experience with the components of a daily lesson plan. He knows that goals should be set for each session; that appropriate games, books, or other activities are to be selected for achieving specific goals; and that each day's activities should be evaluated in terms of whether these goals were achieved.

4. The tutor has some knowledge of how to work with the teacher in assessing the child's weaknesses in reading. The tutor has been instructed how to use an informal reading inventory. That is, he will be able to use graded readers (but not those the child has used before), ranging from 6 months to a year lower and from 6 months to a year higher than the grade score the child achieved on his most recent school-reading test. (If tests are not available, the teacher might judge the child's reading levels, and these ranges could still be used by the tutor.) Further, informal reading inventory selections of 100 words will be chosen from each of the books. For any grade level (2.0 for example), materials will be selected about 20 pages from the beginning of the first book at that grade. Similarly, for halfway through a grade (2.5), materials will be selected near the beginning of the book for that level. The child is asked to read passages from each of these books and the tutor will ask some questions about the selection to check the child's understanding of the passages.

If the child makes 2 to 5 oral reading errors per 100 words, this level is the child's instructional reading level. That is, with guidance the child should be able to read books at this level. He will be able to read well enough to understand, and yet he will be able to learn some new words.

If the child is able to read the materials with no more than one or two errors, that level of material can be construed as his independent reading level. Material at this level could be read by the child silently for his own pleasure.

If, for some reason, the tutor begins with the lowest level book selected, and the child makes five errors right away, there has probably been a mistake somewhere and the child should not be asked to continue. Selections should then be made at lower grade levels. (The level at which the child makes 6 or more errors in selections of 100 words is called the frustration level for the obvious reason that reading at such a level is frustrating to the child.)

In addition, while the child is reading orally, the tutor should be able to notice whether the child reads word by word, whether the child uses any particular sounding out techniques when he comes to an unfamiliar word, or whether the child makes frequent mistakes by confusing certain words. The tutor should also be able to note the words the child misses and what the child says in place of a particular word. For example, if the word is *church*, the tutor should be able to note that the child said *shursh*. This type of notation should enable the teacher or the reading specialist to pinpoint some of the child's specific weaknesses and indicate the areas of instruction that need further work.

5. The tutor will have some knowledge of reading readiness and how it is related to beginning instruction. He will see that children need a variety of experiences, opportunities to listen to adults talk to them and read to them, opportunities to talk and use words, and opportunities to discriminate between sounds and objects before they are ready to read. He will also understand that some concepts are taught before others and that the child's readiness to go to more difficult levels of learning must be evaluated.

6. The tutor will have a handbook of 60 reading skills that are commonly taught in the first three grades. Along with some of the skills will be a behavioral objective, a sample lesson or an illustration of a teaching technique for that particular skill, and an assessment item of that technique so the tutor can determine whether the skill has been achieved by the student.

7. The tutor will have some acquaintance with language-experience approaches—that is, using the child's own language for specific activities. The tutor might show the child a picture and ask the child to describe the story he sees in the picture. The tutor would write down the child's story as the child dictates it. Later the child would read his own story.

8. Tutors will also be briefed in some simple questioning techniques. Asking questions that require more than a simple *yes* or *no* answer is a skill that is especially needed when trying to increase a child's oral language ability. Also, asking questions to check comprehension or to check for specific skills requires some training. Tutors will be trained in these areas.

9. Tutors will also be instructed in helping the child use reading skills in content subjects. Using reading skills in working with charts or maps, finding the main idea, and finding the answers to specific questions are some of the topics with which they will be able to work.

10. The tutor will have some training in helping a child select a library book. Helping a child select a library book that he can read is quite different from helping a child select a library book that someone else will read to him. The tutor will have to have some knowledge of the child's reading ability and then will have to be able to recognize a book that matches the child's reading level. The tutor will also have some instruction in the library system in order to locate books that deal with topics of interest to the child. However, the tutor can also rely on the librarian for some help in this area.

11. The tutor has also been informed of some ways to evaluate both his own success as a tutor and the child's success in achieving reading skills. Evaluation is ongoing. The tutor must assess each day's activities. If the child does not enjoy a particular activity, perhaps it should be discontinued. If the child cannot read a particular story that the tutor thought he could read, perhaps the tutor will read it to the child. Followup activities, reinforcement activities, and continuity rely on adequate records and daily evaluations.

What, therefore, can be expected of the tutor? With adequate guidance from the classroom teacher, the tutor can be expected to do a number of things. While the tutor has had some training in planning a daily lesson, his experience has been limited, and he will need to rely on the classroom teacher for quite a bit of help initially. However, here are some things that might be expected of the tutor in specific situations.

Carol is a first grader who doesn't know all of the beginning consonant sounds. Perhaps the tutor could work with Carol in developing a scrapbook of pictures of items, the names of which begin with the same sound as one of the consonant sounds Carol doesn't know. As Carol selects the pictures from magazines the tutor would ask Carol to tell what Carol thinks the item is. If Carol selects a picture of something that does not begin with the proper sound being worked on, the tutor might ask her to think about it and then put it on another page already completed, or save it for a later time when they will work on the other page.

Jane is a third grader who reads her reader pretty well, but she seldom is able to answer comprehension questions after reading any selection. The tutor might use a comic strip like *Peanuts* or *Blondie*, one in which the action is not continued from day to day, cut the strip up into segments, and ask Jane to put the sections in order. This would encourage Jane to pay attention to details as she reads.

Jack is a second grader who doesn't read very well, but he also doesn't talk much in the classroom. When he does talk, his vocabulary seems quite limited both in the number of words he is able to use and in grammatical correctness. The tutor might spend quite a bit of time reading short stories or a book to Jack. Perhaps Jack could be encouraged to talk about something that especially interests him. Reading to Jack will provide him with a better knowledge of grammar and new vocabulary at the same time, but Jack will also have to be encouraged to talk —to use the new words he hears.

The interest inventory could be used as a jumping-off place for work with Jack. Jack indicated in an early conversation with the tutor that his favorite television show is *Family Affair*, and that he has a cat named Tinkerbell. The tutor could ask Jack questions about the television show such as:

> What are the names of the children on *Family Affair?*
> What does Mr. French do?
> Why do you like to watch *Family Affair?*
> What episode did you especially like because it was funny?

Jack will eventually relate one or more entire episodes, what happened, and why he thought a particular episode was funny. He might dictate an entire story to the tutor and she could help him read it later. Or Jack might be encouraged to make up a story of his own about Buffy and Jodie of *Family Affair*.

Jack might also dictate some stories about his cat Tinkerbell. How did Jack get his cat? Why did he call it Tinkerbell? What does his cat do all day? Who feeds Tinkerbell? What does the cat eat? These leading questions could be used to help Jack develop his own language-experience story about his cat.

Review of Section 3

Questions for discussion

1. Because the tutor has been given some information on the use of an interest

inventory, is it safe to assume that he can use it effectively?

2. Discuss the advantages and disadvantages of an informal reading inventory. Of what use could it be to a tutor?
3. How much direction will a tutor need to work with a child in the area of reading readiness?
4. What is meant by a language-experience approach to teaching reading? Give an example of how a language-experience approach might be used in tutoring.

UNIT II: SOME WAYS TO IMPLEMENT A TUTORING PROGRAM

The objectives of Unit II are:

1. To acquaint the teacher with different ways to implement a tutoring program.
2. To indicate some advantages and disadvantages of each of the plans.
3. To familiarize the teacher with some of the problems involved in setting up a tutoring program.
4. To enable the teacher to view an entire range of factors which should be considered when setting up a tutoring program.
5. To provide the teacher with some background information so that the teacher will be able to critically evaluate plans for his or her own school system.
6. To provide the teacher with an opportunity, through simulation, to plan a tutoring program for a group of children.

Introduction

There are different ways to implement a tutoring program, and there are advantages and disadvantages in implementing any program. Decisions must be made as to which plan is most feasible for a particular school and which plan is most practical for a school. In all such decisions, the factors which must be considered include the teachers involved, the tutors, the children, the available instructional materials, the space available, administrative policies, and the community of other people who are involved in the program.

Three plans for typical tutoring programs are discussed in this unit. Revisions of these plans, or some combination of the plans, or an entirely different plan might fit a particular school system better.

Plan 1

One tutor or several may be assigned to work with a particular classroom teacher. The teacher then is responsible for working directly with the tutor or tutors, discovering the capabilities and interests of the tutor, agreeing with the tutor upon a mutually satisfactory time schedule, assigning the tutor a specific child or group of children to work with, locating materials or helping the tutor locate materials for use, freeing space in the classroom for the tutor and child to work, and providing space for their materials.

This plan places a great deal of responsibility upon the classroom teacher. However, it does permit a close teacher-tutor relationship. The teacher will have an opportunity to see what particular skills the tutor is working on, and the tutor will be able to see what the child has been studying and relate tutoring sessions to classroom activities.

The teacher and tutor may have more opportunities to confer with each other while the reasons for conferences are fresh in their minds. Such a close working relationship may also make for greater flexibility. One tutor may be able to come to the classroom only once a week for an hour or so or for half a day. This tutor might be used for working with different children each week—children who may only need a little help in one particular area. Or this tutor might read to a child or group of children.

Other tutors would probably come for short periods of time 2 or 3 times a week. These tutors would be more useful for the one-to-one ongoing, reinforcing type of relationship necessary for individualized instruction. (For tutoring to accomplish much, sessions should be about 20-40 minutes long and should take place at least twice a week to provide any carryover.)

The disadvantages of Plan 1 include the possible strain that may be put on the school's supply of materials. If every teacher has to have materials in the classroom for the tutors to use, there may not be enough materials to go around.

If some central location can be designated for locating materials, tutors will have to get them before each session and return them immediately after each session. Some system may have to be arranged for a tutor to reserve a particular book or game for a particular time to avoid last-minute changes in lesson plans because someone else got to the material first.

Space in the classroom may be at a premium, and it may be hard to find room for more than one tutor to work at one time. This may also pose a scheduling problem for the teacher. If several tutors are coming, each at a different time, the teacher will have the task of planning instruction so that each student doesn't constantly miss a particular subject.

The student may be distracted if he sees something going on in the classroom that he really hates to miss. (He may not like leaving the room during a particular activity either, but he may be able to forget about it if the tutoring session is interesting enough and he doesn't have the activity as a constant reminder.)

Plan 2

Tutors work with individual children two or more times a week in a central location in the school; e.g., the school library, the school cafeteria, or an empty classroom, if possible. Scheduling tutors and children at mutually satisfactory times is again necessary. In many schools, school policy might require that a reading supervisor or a certified teacher be present in the library or in whatever central location is selected for tutoring. In other schools, this may not be necessary. However, it is always wise to check the school's policy.

Plan 2 might work like this: Tutors A, B, C, D, and E might tutor children a, b, c, d, and e on Tuesdays and Thursdays from 9 to 9:30 a.m. They might also tutor children p, q, r, s, and t from 9:40 to 10:10 a.m. on those same days. Tutors F, G, H, and I might tutor a similar double set of children on Wednesdays and Fridays at the same morning hours; and tutors J, K, L, M, and N might tutor on Monday and Wednesday afternoons from 1:10 to 1:40 and from 1:50 to 2:20. one supervisor, a teacher or a reading specialist, might be present at all of these times, or different teachers might be present at various assigned times. See suggested schedule for Plan 2 on p. 93.)

Many variations of this type of schedule could be arranged. Tutors might meet with their assigned children 3 times a week. Each tutor might work with only one child for longer time periods 2 or 3 times a week. If tutors work with a double set of children, they need at least 10 minutes between sessions to change materials and organize their next lesson plan for implementation.

If possible, all the children being tutored from one classroom should be tutored at the same time. That is, children from Mrs. Smith's room might be tutored during the 9-9:30 a.m. time slot on Tuesday and Thursday. If Mrs. Smith has more children to be tutored than the number of tutors for that time slot, perhaps the children from her room might be shifted into two time slots. Mrs. Smith will be better able to schedule her regular classroom activities if the tutored children left her room for one or two time slots, rather than six children leave one at a time for each tutoring period listed on the schedule.

There are several advantages in Plan 2. One advantage includes the opportunity for all materials to be centrally located. This way, fewer copies or sets of certain materials are needed. Tutors can see when another tutor has finished with a particular game or book and can use the same game during a different part of the same tutoring session. Tutors may also observe other tutors using something they haven't tried and may therefore learn from each other.

If a reading specialist or teacher is at hand, tutors have someone to turn to immediately

Suggested Schedule for Plan 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Supervisor A		9:30 Tutor A with Child a Tutor B with Child b etc. 9:40-10:10 Tutor A with Child p Tutor B with Child q etc.	9-9:30 Tutor F with Child f Tutor G with Child g etc. 9:40-10:10 Tutor F with Child u Tutor G with Child v etc.	9-9:30 Tutor A with Child a Tutor B with Child b etc. 9:40-10:10 Tutor A with Child p Tutor B with Child q etc.	9-9:30 Tutor F with Child f Tutor G with Child g etc. 9:40-10:10 Tutor F with Child u Tutor G with Child v etc.
Supervisor B					
Supervisor C	1:10-1:40 Tutor J with Child j Tutor K with Child k etc. 1:50-2:20 Tutor J with Child x Tutor K with Child y etc.		1:10-1:40 Tutor J with Child j Tutor K with Child k etc. 1:50-2:20 Tutor J with Child x Tutor K with Child y etc.		

for help during the session if necessary (hopefully, this won't be necessary), between sessions, or before and after sessions. This provides more on-the-spot training for the tutors.

With tutoring sessions in a library or other central location, other children visiting the library or passing the location in the hallway will be able to see the tutored children having fun with interesting games or books. These passersby will, therefore, view the tutoring sessions as positive experiences.

Some of the disadvantages of Plan 2 include scheduling problems. Scheduling is not impossible, but it is a big job to take into consideration the tutors' free times, the best release time for the tutored students and their teachers, and matching schedules of tutors and students without having a student miss his recess period or his favorite school activity, whatever it may be.

If the library is used, the librarian and other school personnel may object to the noise generated by so many people talking at once. Noise, however, is something the librarian and others may be willing to put up with when they understand a tutorial program's possibilities. It may be necessary or advisable for a tutor and child to move to a conference room or some other location if they will be making excessive noise while playing their learning games. Occasionally two or more tutors might want to get two or more students together for one session to play a game, and they might go elsewhere for this one session because of the noise.

Other children can still use the library, get books, and look up information for reports while the tutoring sessions are going on. It may be necessary for teachers to refrain from bringing entire classes into the library during tutoring sessions, but if all teachers are advised about tutoring times, they will be able to arrange their library visits accordingly.

Some school libraries may not be large enough or even pleasant enough to house a tutoring program. There may not be any area in the school large enough or free long enough for a tutoring program.

If a central location is found for tutoring, the tutors and teachers will have to make special efforts to get together for conferences now and then. It will be harder for the tutor to relate

tutoring sessions to classroom activities. If supervisors are required in the central location, teachers may have to give up their free times during the day to be supervisors.

Plan 3

Tutors work with individual children or groups of children in a central location after school hours. This type of program also has its advantages and disadvantages. It might permit a larger number of men to volunteer for tutoring after work hours. It also provides a central location for materials, an opportunity for tutors to learn from each other, and on-the-spot training if a supervisor can be present. Some teachers might be more available for supervising or even for tutoring.

The disadvantages include the problem of finding a suitable location. Would school policy permit the use of the school building after school hours? If not, is there a church facility or community center available that would have tables and chairs suitable for children and pleasant surroundings in which to work?

If a central location is found, is it close enough to the students' homes so that they could walk home? Or will parents have to provide their children's transportation one or both ways? Would the parents of these children who need help be willing to provide transportation?

Children who have been in school all day may be too tired to put forth any extra effort to achieve results after school hours. They may resent having to give up play time. Other children, however, may welcome the opportunity to have a place to go after school, and they may therefore enjoy the experience.

Summary

The three plans discussed have advantages and disadvantages. More advantanges or disadvantages may be viewed from the standpoint of any particular school. The pros and cons have to be weighed; individual school policy will have to be considered; and adjustments in any of the plans may have to be made to fit your particular school situation. Teachers, tutors, children, school administrators, community officials if involved, parents, instructional materials, and space all deserve some consideration in any decisions.

Review of Unit II

Discussion questions

1. Review Plan 1: One tutor or several may be assigned to work with a particular classroom teacher. What advantages do you see in this plan? What problems do you see in such a plan? Do not limit your answers to the materials found in the text. Think about your own school system. What might the advantages of Plan 1 be for your school? What problems would Plan 1 present for your school?
2. Review Plan 2: Tutors work with individual children two or more times a week in a central location in the school. Again, what advantages does such a plan present for your school? What would be some problems with Plan 2 in your school?

A Simulation Activity—Scheduling Tutors and Children

You have been given the responsibility of scheduling tutors and students for your school. Fifteen tutors have been trained and are ready to work. Twenty-four children have been recommended for the program. What do you need to know before you can make up such a schedule?

1. Who are the children?
2. What room or space is available when the children are available?
3. What facilities are available in these rooms? Desks or tables?
4. When can the tutors come for tutoring?
5. What are the schedules for recess, music, gym class, etc.?
6. Which tutors are willing to tutor two children at two different times?
7. How long will the tutoring sessions be? How many times a week?

[Trainer: After these points have been discussed provide the following information.]

1. The cafeteria-multipurpose room is not being used on Mondays or on Fridays after 1 p.m.

   Conference Room C is generally not used and is available for one tutor and one child at a time.

   The library can be used any 3 hours of

the week (but only for a total of 3 hours) and there are spaces for only four tutors and four children at a time.

2. Tutors 1, *2, 3, *4, and *5 are available any mornings.
   Tutors *6, *7, 8, *9, and 10 are available any afternoons (however, Tutor 9 can't come any Thursday).
   Tutors *11, *12, 13, *14, and 15 are available for these times:
   Tutor *11 can come from 9-11 Mondays and Thursdays or 1-3 Tuesdays and Fridays
   Tutor *12 can come Tuesday, Wednesday, and Thursday mornings
   Tutor 13 can come Tuesday, Wednesday, and Friday afternoons
   Tutor *14 can come Monday, Wednesday, and Friday afternoons
   Tutor 15 can come Monday, Wednesday, and Thursday afternoons
   (The asterisks indicate the tutors who are willing and who have enough confidence and/or ability to work with more than one child.)
3. To simplify the task we will omit the children's schedules except to note that primary children have recess every morning from 10:10 to 10:30 and every afternoon from 2 to 2:15 (Eliminate these times from your schedule.) Student 3 also works with the speech therapist Tuesdays and Thursdays from 9:30 to 10 a.m.
4. Each tutoring session lasts 30 minutes and no tutor will tutor more than one child at a time. You decide how many times a week each tutor will come.

UNIT III: THE CLASSROOM TEACHER'S PUBLIC RELATIONS ROLE IN THE VOLUNTEER TUTORING PROGRAM

5. The children to be tutored include:

Room 1A:	Nelson	Room 1B:	Sally
	Susan		Tim
	David		Bruce
	Ann		
	Clara		
Room 2A:	Tommy	Room 2B:	Clark
	Janie		Hank
	Betsy		Melba
	Billy		Brad
	Carl		
Room 3A:	Alice	Room 3B:	Heather
	John		Bobby
	Cheri		Kate
	Nicole		

Set up a tutoring schedule for these tutors and children in the rooms designated. Consider the four main parts of the program: tutor, time, place, and children. Block out on a Monday through Friday schedule.

Sample Schedule

Time and Place

Tutors	Monday
Tuesday	Wednesday
Thursday	Friday
Children	

In any plan where volunteer tutors are used, the classroom teacher has several very important roles. The teacher's roles are primarily in the areas of public relations and administration or management. The public relations role of the teacher is threefold. The teacher is responsible for maintaining a good relationship between himself and the tutor, between the student and others, and between the student's parents and the school.

Section 1: The Teacher-Tutor Relationship

Objectives for this section are:

1. To discuss with the teacher the importance of a good relationship between the teacher and the tutor.
2. To provide the teacher with some suggestions for establishing and maintaining a good relationship with the tutor.
3. To enable the teacher to understand the needs of the tutor and how these needs may be met.

For a good relationship to develop between the teacher and the tutor, the teacher must first get to know the tutors. Who are the tutors? What are their occupations, their special interests, their special abilities? Do they prefer working with girls or with boys? Some of this information and more may be needed for future reference. A tutor information form should be filled out by each tutor. (See sample on p. 98.)

In working with tutors, the teacher must recognize the tutors as individuals who have specific capabilities, talents, and needs.

1. *Tutors need encouragement.* They often may feel very insecure in their new role as a tutor. They may have doubts about their abilities to relate to the child or children assigned to them. They will be frightened and nervous just as a teacher is frightened and nervous the first day of school when everything and everyone is new. Encourage them to relax. Try to put the tutors at ease.

2. *Tutors need to be treated with respect.* They are giving their time because they are interested in the educational process. They need to be respected for their willingness to help, and for their special abilities.

Tutor Information Form

Name: Mr. / Mrs. / Miss _____

Address: _____

Phone Number: _____ Date: _____

Highest Level of Education: _____

If you have children, list their names, ages, and grade levels:

_____

_____

_____

_____

If you have a preferred assignment, please list whether you prefer working with boys or girls and a preferred grade level:

_____

When (days and times) are you available to serve regularly each week? Please indicate number of days, specific days, number of hours, and whether mornings or afternoons:

_____

_____

What are your special interests or hobbies?

_____

Do you speak another language in addition to English? If so, what?

_____

Do you have any special abilities that might be useful in the classroom? If so, what are they?

_____

3. *Tutors need to feel wanted or needed.* Teachers need to let the tutors know that they are wanted because of the help they provide, and that there are certain things they can do that the classroom teachers doesn't have enough time to do.

4. *Tutors need help and direction.* Even though the tutor-training program was quite extensive, tutors still need a lot of help and some of them will need more help than others. Let tutors know that you are available to help, that the teacher will help the tutors locate materials, and that the teachers will seek additional help for the tutors if it is necessary.

5. *Tutors need to know what is expected of them.* If teachers intend to help tutors a great deal in the beginning and then expect them to carry on later, the tutor should be told this. Don't let the tutor wonder whether he should wait for teacher direction or whether he should use his own initiative.

6. *Tutors need praise and encouragement.* When the tutor's efforts are successful, the teacher should let him know. Let the tutor know that you noticed that a student finally knows the difference between short *e* and short *i* sounds. Let the tutor know that another student took a library book home for the first time this year after the student's interest in shells was aroused during a tutoring session. Praise from the teacher and actual success in the tutoring session are often the only rewards the tutor will have.

There are other needs the tutors may have as times goes along. In one particular volunteer tutoring project, the tutors were all parents of children who attended the school. The reading specialist who was in charge of the orientation sessions noticed that several children who had been recommended for tutoring were the children of some of the people who had volunteered to tutor. Realizing what tremendous guilt feelings some parents might have when they learn that their own children need to be tutored, the specialist attempted to reassure them. Reassurance attempts went something like this: "Some of us may find our own children enrolled in the tutoring program. We should not feel guilty about this. As parents, we often have difficulty helping our own children with schoolwork—partly because our expectations for our own children are so high and partly because we lose patience with our own children rather quickly. Sometimes we don't know exactly how to help our own children and this frustration enters in too. It is much easier to be patient with someone else's child."

The specialist went on to relate her own personal experience of trying to work with her first grader who was having trouble with reading. She admitted that with all her training, she had a very difficult time being objective, being patient, and being encouraging without pushing the child. By being aware of a possible problem situation, this specialist was able to forestall some of the guilt feelings and feelings of inadequacy that might have developed among the tutors. If a teacher is aware of situations like this, some issues may be resolved before they really become problems.

The volunteer tutor, whose teachers are respectful and encouraging will be able to do a better job. He will be more willing to volunteer again and may enjoy his work so much that he will encourage friends to volunteer in the future. Most important is that a good, cooperative relationship exists between the tutor and the teacher so that the child will benefit.

Statements for discussion

These statements can be put on overhead slides and used for class discussion:

1. Which one of these statements might the teacher use to put the tutor at ease?
   a. Johnny is a real problem child.
   b. Johnny loves to play baseball, and I know you have been one of the faithful spectators at the sixth grade's after-school games. Perhaps you two can discuss baseball.
   c. Tutoring will be easy; just be thankful you aren't a teacher.
2. Which one of these actions would show the tutor you are interested in having his or her help?
   a. You assign the tutor the task of grading math papers.
   b. You prepare a list of possible materials you need for the room and you ask the tutor to try to find them.
   c. You give the tutor a folder you've prepared about the tutee listing some of his weaknesses, his interests, and some suggestions of ma-

terials (and where to find them) the tutor might use, and you suggest that the tutor see you with any questions he may have during the lunch hour.

3. Which of these plans will be the most help to the tutor at the beginning of the tutoring sessions?
   a. Here are my suggestions for your first two or three meetings with the child. I have indicated several different things you might do to get acquainted. After you have met with the child we will discuss future plans and specific areas in which the child needs work.
   b. Here are some suggestions for your first two or three sessions with the child.
   c. Here is some information about the child. Good luck!
4. Which of these casual introductions to the principal will make the tutor feel best?
   a. Hello, Mr. Jones. My aide and I are on our way to the library.
   b. Oh, Mr. Jones, this is Betty Smith.
   c. Oh, Mr. Jones, this is my friend and helper, Mrs. Smith. Betty has volunteered to tutor some of our children who need extra help in reading. You'll probably be seeing her here frequently.

Section 2: Relationships Involving the Child Who Is Tutored

The primary objective of section 2 is to review with the teacher the importance of his or her role in providing a suitable climate in which the child will be able to learn.

What about the child who will be tutored? How is he to be treated? Consider the child and how he feels when Mrs. Jones, the tutoress, comes to the classroom to pick up the student for the tutoring session.

Often instances of calling attention to the child and downgrading a program can occur accidentally if the teacher doesn't think about her words and actions carefully beforehand.

Some suggestions to consider are:

1. Tell the child about the tutoring program, that he has been selected to work with a special person (by name, please) at a certain time, in the classroom or wherever. Arrange a special signal with him so that he will be ready when it is time. Be positive in your attitude toward the program. Don't, however, make promises that might not be kept. The child will receive additional help with his reading that he will probably enjoy; it may or may not cure all his problems.

2. If other children ask about what is going on in the classroom or in the central location where tutoring takes place, be truthful and again positive. Help them see that the tutoring program is a good thing and not something about which they will want to tease the child selected for tutoring.

3. Explain to the child that the tutoring session can be enjoyable and helpful, and is not a punishment. Arrange the child's schedule so that he does not miss recess or his favorite activity. Naturally the child will miss something if he is tutored during school hours, but care must be taken so the child will not feel that he is being punished. Occasionally it may be necessary to cancel a regularly scheduled tutoring session for something that may not seem too important to anyone except the child. For example, let us suppose that the child has been working with a group on a special project collecting and identifying seashells. Today, a special resource person is coming to discuss with the class something about identifying seashells, and the child is quite excited. That person can come only during the time the child is supposed to be tutored. In this case, it is absolutely imperative that the tutoring session be canceled or postponed (whichever is necessary and depending upon the tutor's time schedule). Judgments must be made every day about what activities are best for the child.

4. Be alert for any change in attitudes on the part of the child or for any improvements in his reading skills. Praise him as well as the tutor. But *don't* do it in the class if it will embarrass the child. Let him know privately that you are pleased with his progress.

In all these ways and more the teacher provides the climate for good working relationships between the tutor and the student, between the student and the teacher, and between the student and his peers. Attitudes will remain important throughout the entire program.

Section 3: The School-Parent Relationship

The classroom teacher is also the person most responsible for the school-parent relationship. Very few parents have dealings with the school principal, and even fewer have dealings with school administrators. Their only contact with the school is made through the classroom teacher.

Before a volunteer tutor can work with a child, school policy may dictate that the parents first give permission. The parents will look to the teacher for the whys and wherefores of such a program. In order to convince the parents that such a program is worthwhile, the teacher will have to see it as worthwhile. Parents will not be fooled by false enthusiasm. The teacher may have to explain to the parents how the program will work, and she may have to justify her reasons for selecting their child for the program.

A permission slip, such as the one shown here, might be used in a volunteer tutoring program. In some schools, it may be necessary for the teacher to take this form to the child's home in order to get it signed. In other schools, children might be entrusted with delivering the form, or the mails might be used. One school had each teacher call the parents of the children who were to be tutored from her classroom. The teacher was thus able to get verbal permission and answer the parent's questions at the same time. Then the child took the form home and returned it to the school to be placed in his permanent record file.

School policy may also require that parents give the principal permission to release information from the child's personal record file to the tutor when necessary (test scores, etc.). Justification for this will also be required by some parents.

If a Plan 3 type of tutoring program (see Part C, Unit II, p. 94) is to be implemented, par-

(Name of School)
Tutoring Program in Reading

Dear Parent,

_____, has suggested that your child
teacher's name
might benefit from some extra attention in the area of reading. We hope that you will cooperate with, and take an interest in, this new program sponsored by _____ School. If you have any questions please call the teacher or Mr. Program Supervisor (Phone No.).

_____ has my permission to be part of
child's name
_____ School's tutoring program in reading. I understand that he or she will meet regularly during school hours with a tutor who has been especially trained to help with reading.

_____
Parent's signature

_____
Date

Please return this form to the classroom teacher. Thank you.

ents may have to provide transportation for their child to and or from tutoring sessions. If a tutor wishes to take the child on a field trip of some sort (to a public library or elsewhere), the parent may also have to give permission.

Parent cooperation will be needed in a number of ways for a volunteer tutoring program to succeed. The teacher will be the major agent for eliciting such cooperation.

Review of Sections 2 and 3

Respond to these statements—*True or False*. Then give reasons for your answer.

F 1. The child who will be tutored needs to know when he is to be tutored, by whom he is to be tutored, and where.

T F 2. Be sure you tell the child that he will be able to read like everyone else at the end of the semester.

T F 3. Tutoring sessions should never be missed by the child.

T F 4. Parents need to be kept informed about what is going on at school.

T F 5. Parent permission may be needed before the child can be tutored.

T F 6. Parent permission may be needed before the child's permanent record file can be opened to the tutor (or any part of the file).

UNIT IV: THE CLASSROOM TEACHER'S ADMINISTRATIVE OR MANAGERIAL ROLE IN THE VOLUNTEER TUTORING PROGRAM

At the end of sections 1 and 2 in this unit the teacher should be able to:

1. Establish criteria for selecting children who need tutoring.
2. Select children for the tutoring program.
3. Assign the child to a tutor.
4. Provide the tutor with some information about the child's background of experiences, skills, interests, and problems that may affect the tutoring situation.

Classroom teachers will make many administrative and managerial decisions, either singly or collectively, in any tutoring program. In some programs a group of teachers will form a committee which will make all the decisions about organization and implementation. In some schools a reading specialist may be in charge of such a program, but classroom teachers will still offer advice and make recommendations. In other programs, teachers, parents, and outside experts might form an administrative committee to organize and implement a program.

Regardless of how the program is set up, the individual classroom teacher will decide which children to recommend for tutoring. If there are enough tutors, all of the children recommended will be tutored. If there are not enough tutors, the teacher or a group of teachers will have to decide which children should be tutored first.

Section 1: Selecting Children for Tutoring

There are many children in every classroom who could benefit from some individualized instruction and attention. What kinds of criteria can a teacher use to select children for a tutoring program? In general, children in the following categories might profit from tutoring (notice that many of these require subjective judgments):

1. A child who is one semester, or more, behind in general reading ability.
2. A child who lacks a few specific skills in reading—skills which are needed if he is to progress in other subjects.
3. A child who has a limited background of experiences and who has difficulty communicating.
4. A child who lacks several important skills which limit his entire reading growth.
5. A child who lacks several skills, but whose poor attitude and past failures interfere with his learning to progress.

Children with severe reading disabilities and severe emotional problems should probably be assigned to a reading specialist. If there is no reading specialist in the school system, such a child may have to be included in the tutoring program on the theory that some help will be better than none. However, care must be taken when assigning such a child to a tutor. It might also be possible for the teacher to work with such a child when tutors are in the classroom.

If achievement tests are given periodically, it is fairly easy to spot the child who is one or more semesters behind in general reading ability. If his entire reading picture is behind (vocabulary, comprehension, etc.), he may be considered to lack general maturity in reading. Individual instruction beginning at his level may be all he needs to catch up to the rest of the class. That is not to say that he will catch up overnight, but good results should come from extra help.

The child who lacks a few specific skills in reading—skills which are needed in other subject matter areas—may also be able to overcome his problems with a little extra help. He generally gets along well enough in reading but isn't

always able to use his reading abilities in other content areas. He may need practice in reading for various purposes.

Children with limited backgrounds of experiences and who have difficulty communicating may include children with several different types of communication problems. The child may have a dialect problem, which prevents his teacher and classmates from understanding him. He may speak another language; or he may not have had the proper amount of language stimulation all children need at a very early age. Perhaps his parents do not talk to him much; perhaps they never read to him; perhaps there are so many children in his family that the parents do not have the time for any one child. The Government's Head Start Program and the National Educational Television's *Sesame Street* are helping to provide preschool children with better experience backgrounds, but not all children are reached by these programs.

Some children lack several important skills or overuse some skills so much that their entire reading growth is hampered. An example of this type of child might be the child who learned phonics to the exclusion of all other skills. This child may attempt to sound out every word he meets. He may have a very limited sight vocabulary, and he seldom uses context clues. Until he develops an adequate sight vocabulary and learns to develop other word attack skills, he will not be able to achieve in all subject areas.

Some children may not lack reading skills, but their poor attitudes toward reading, toward school, or toward themselves may interfere with their learning more. This child may hate school; he may see no relationship between learning to read and his future. He may decide that even if there were a relationship between reading and a successful future he need not bother learning to read better because he can't succeed in school anyway. He's always been a failure and he always will be, or *so he might think*. Convincing this child otherwise is not an easy task, but the tutor working alone with this child has the opportunity to do so.

There may be additional children in the classroom who need individual instruction. Any child who is not reading as well as could be expected is a possible selection for the tutoring program. Select the children who need help and rank them according to the ones who need the most help now.

If a committee of persons is going to assign the children to tutors and work out the scheduling program, it may be necessary for teachers to fill out pupil background information forms for the children they are recommending. These forms could later be given to the tutors and would provide them with some ideas about the children they will tutor. (See sample form on p. 105.)

Section 2: Making Tutor-Child Assignments

Once the children have been selected for tutoring another look must be taken at the tutors. The tutor information form (see p. 98) will be helpful in matching a tutor to a child, but more information about the tutor is needed. Individual or group interviews with the tutors to make subjective judgments about the tutors' abilities and interests might be necessary.

Individual teachers or a committee of teachers may decide that all children ranked by the teachers as needing the most help will be tutored. Or they may decide in some instances that a particular tutor is so unsure of her own abilities that she needs to work with a child whose problems are not so severe. Decisions of this sort are hard to make especially without much information to go on; however, some subjective judgments will be necessary.

If one tutor speaks Spanish and one child is having reading difficulties partly because his native language is Spanish, this tutor and child may be a natural pair.

A boy who has no father might get along particularly well if tutored by a man. However, since there may not be enough men in the tutoring program to go around, women who like sports might be matched with boys who like sports.

Review of Sections 1 and 2

Areas of discussion

1. What are some criteria for selecting children to be tutored?
2. What are some things to take into consideration when assigning children to tutors?

Pupil Background Information

Child's name _____

Age _____ Grade _____ Date _____

Parent's name _____

Address _____ Phone No. _____

Occupation of father and/or mother _____

_____

Names and ages of other children in family _____

_____

What approximate grade level would you suggest for beginning tutoring materials with this child? (Keep in mind that the tutor can advance to higher level materials.)

List any *specific* reading skills this child lacks that have been noticed in the classroom.

Does the child have any physical problem which may interfere with his reading ability? Explain.

Does the child have any other problems that may interfere with his reading ability (emotional, environmental, language, etc.)? Explain.

List any special interests this child has which may help his tutor establish rapport more quickly.

Do you have any other comments concerning this child that might be of use to his tutor?

Teacher's Signature _____

Room No. _____

3. What are some of the things a tutor needs to know about the child?

Section 3: Orienting Tutors

At the end of this section, the teacher should be able to:

1. Review the tutors' knowledge and skills attained during the training program.
2. Orient tutors to the school calendar and to school policies.
3. Help tutors plan daily lessons.
4. Explain the use of instructional materials.

In the previous section, individual or group interviews with tutors were indicated. These could be done in a number of ways. If tutors are assigned to work with each teacher in the classroom, the teacher should meet with all the tutors assigned to her. If a Plan 2 program (see Part C, Unit II, p. 92) is to be implemented, supervisors or a committee of teachers might meet with the tutors in small groups. More than one meeting might be necessasy for reviewing

the tutors' training and for orienting tutors to the school.

These initial interview-review and orientation meetings with the tutors might cover a number of concerns:

1. Teachers and tutors or supervisors and tutors would have an opportunity to get acquainted before actual tutoring begins.

2. The teachers or supervisors might evaluate the training that the tutors have had. Discussions centering around the things the tutors learned during the training sessions might be initiated. The tutors might be questioned about the importance of reading readiness, and the meaning of language-experience approaches. Teachers and supervisors alike must keep in mind, however, that the tutors will remember more about these various things after they have had some actual experience using them. They may remember what all of these terms mean and they may not, but they should not be judged too harshly until they have had some experience.

3. The teachers or supervisors should emphasize that the rapport that may be established between the tutor and the child is much more important than the tutor's knowledge of the training material. No learning of any kind can take place until the tutor and the child interact with each other. If the tutor accepts the child as a person and if he listens to the child, he may help the child develop better attitudes toward learning and help the child progress even without working on many specific skills.

One tutor worked with a fourth-grade boy who happened to be the 11th child in a family of 12 children. After only 5 or 6 half hour sessions with the tutor, the boy had changed so much in the classroom that the teacher praised the tutor for his accomplishments. The boy, according to the teacher, was doing much better in certain skill areas of reading. The tutor admitted to the teacher that he had done no work with the child in those particular areas. Together, the teacher and tutor decided that the boy was doing better in class because he was having an enjoyable and meaningful one-to-one relationship with an adult that he hadn't received at home or at school. His attitude toward school had changed because someone cared about him, with a different attitude he was able to make progress without much instruction.

Not every child will be able to progress with just attention and without instruction, but many children who get the extra attention of an interested adult in a tutoring session will be more receptive to instruction in the classroom.

4. Now is the time to inform the tutor about how this program will operate. Explain in detail the times tutoring will occur, how often, which days of the week, where, the location of materials, and specific procedures for the tutor to follow if he cannot come one day. Emphasize the importance of the tutor being dependable. If, for some reason, the tutor does not think he will be able to stick with the program, it would be better to lose a tutor now than to let such a tutor begin working with a child and then quit. Children get some pretty fantastic ideas in their heads when someone begins something and doesn't follow through. A child might think the tutor quit coming because the tutor didn't like him. This is the type of attitude that a tutoring program attempts to prevent.

If scheduling has not already been done, it could be done now. Indicate who is available for the tutor to contact for help, when that person is available, and where (phone number). If the teacher is to assist all tutors who work in the classroom with her, she might indicate a day when tutors could come to the classroom for conferences after school, or she might indicate an area in the classroom for notes to be left when the tutor needs help. Open communication will greatly help the operation of such a program.

5. Explain the school calendar and school policies that apply to the tutors. Some schools require tuberculin skin tests before a tutor can work with a child at school. Other schools may have additional health regulations; find out what they are and alert the tutors. Schools have policies regarding field trips and discipline too. A tutor may have to clear a field trip with the principal and get a permission slip from a parent before a field trip can be taken. Let the tutor know about such regulations so the tutor doesn't disappoint a child just because she didn't know the regulations.

6. When assignments have been made, tell the tutor the name of the child he will be tutoring. Provide the tutor with a folder of pertinent

information about the child; emphasize the confidentiality of the information; and stress that all conferences take place outside the hearing of the tutored child, or any other child in the school.

7. Show the tutor what materials are available for him to use. If necessary help the tutor find a book's level of difficulty. Some books have the grade level written on the binding—front, back, or end. Other books list the reading level at the beginning of the glossary. Some books will not be graded, and the teacher may have to help the tutor estimate whether the child will be able to read them.

If games are available, show the tutor how to play them. Then explain to the tutor ways the games can be used for specific skill development and other ways the games could be played for other purposes.

Ends 'n Blends may be available. The game consists of a board on which various word families appear:

	ow	
ed		*ew*
ut		*nd*
ar		*aw*

Players spin a dial, and the number indicated by the spinner tells the player how many ends and blends he may draw. If he gets the following five: *kn c sh d ow* he can play the word *c ow*. He could have played *know* or *show* but he can only play one beginning with one end to form a word. He gets one plastic red dot for the word he made. The game continues with each player spinning, collecting ends and blends (if the player has more than 10 at one time he must put one back for each one drawn), and trying to form words. There are design cards on the board too, and when two cards are drawn which form the two halves of the design the player collects two red pointers. It is thus possible to score several points without forming words.

This game could be used for practice in working with word families. It would not have to be played as a competitive game. The child and tutor could use the ends and blends to work on particular word families such as:

d	*ar*
f	*ar*
sh	*ar*
n	*ar*

Or the child and tutor might work with blends or digraphs such as:

ch	*ow*
ch	*ar*
ch	*at*
ch	*ew*

8. Instruct the tutor in the use of the daily lesson plans, daily record sheets, or daily tutoring records. These records are important for refreshing the tutor's memory when he needs to confer with the teacher, for the teacher or supervisor to occasionally look over to provide the tutor with additional help, and for the tutor to provide the teacher with information about what has been done with a particular child when the teacher needs such information. These records are also helpful for parent conferences. These recordkeeping forms include both formal, informal, and sketchy types. (See sample forms A, B, and C on pp. 108, 110, and 111.)

The daily record sheet

Form A on page 108 is a rather formal plan for recordkeeping. It is also a rather inclusive form.

a. The lesson should begin with a *review* of the previous session's activities. This may be just a reminder or a question about what was done last session or it may be an actual review of a skill worked on at the last session. The lesson plan for a second session might include reviewing whether the child remembers the tutor's name and reviewing what was discussed about the child's interests.

b. *Readiness* is the second part of this lesson plan. The tutor will discuss the subject matter that will be used for that session, introduce new works that may be encountered, or introduce the concept of this lesson. The second session might acquaint the child with a story about a dog—the child has a dog named Rags

c. The *specific purpose* for this lesson will be written. It may or may not be mentioned to the child. The purpose of the second session might be to interest the child in books and to discover something about his oral language usage.

Form A
Daily Record Sheet

Student _____

Tutor _____

Review:

Readiness:

Specific Purpose:

General Purpose:

Materials:

Reading Selection: Title _____

Author _____

Source _____

Procedures:

Evaluation:

d. The *general purpose* of the lesson or a series of lessons should be stated here. Again the child may or may not be informed. The general purpose may be to increase the child's experience background and oral language facility.

e. The *specific materials* which the tutor plans to use must be listed. Games, word cards, and homemade materials should all be listed. If during the actual lesson something is not used, it should be crossed out. If something else is used as a substitute, it should be added. Pencil and paper may be needed for an experience story at the second session.

f. Any book or story read by the child or adult should be listed under *reading selection* by story title, author, book title, publisher, and page numbers. At the second session, the tutor might read "The Puppy Who Wanted a Boy" by Catherine Woolery, pages 20-26, in *Treat Shop*; edited by Eleanor M. Johnson, Leland B. Jacobs and Jo Jasper Turner, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1966).

g. *Procedures* include the sequence of the lesson and or any special approaches used. For lesson two the tutor plans to read the story, discuss the story with the child, and encourage the child to dictate a story about his dog, Rags.

h. Under *evaluation* the tutor should list any progress the child might have made, any approach or material that was especially effective with the child, and any errors or problems noted during the session. All notations made during the tutoring session should be made here and analyzed immediately after the session. During and after the second session, the tutor might tell how the child reacted to the story, whether he liked it, and whether he found it amusing or not. Then the story dictated by the child should be included in the file.

The daily lesson plan

Form B on page 110 is similar to form A, but not quite so specific. Again the tutor must list objectives; materials used; the procedures (with emphasis on the introduction of the concept and the practice activity); reinforcement, which could include another type of activity, reward, or a review or reinforcement of a previous learning; and an evaluation of the child's performance, the approach used, and the materials used.

The daily tutoring record

Form C on page 111 is the most sketchy type of daily record. It lists only materials used, notes made during the tutoring session, the child's reactions, and the tutor's reactions and comments. This form can be just as informative as the other forms if the tutor is taught to use it correctly.

The information under materials used must be complete with titles and page numbers. Notes made can include the exact procedures used, the child's errors in oral reading, and any other relevant information. Evaluations can be made under both headings of child's reactions and tutor's reactions and comments.

The daily tutoring record allows the tutor more flexibility for recording and can be used during the session. It may be sketchy, but it can be very informative. The important point to remember in using any form for planning and recordkeeping is that every lesson or tutoring session must have some structure and accurate records of materials used, and child responses must be kept for reference. These forms do not have to be neat—just accurate and inclusive.

9. Invite the tutor to the classroom to observe the child in the classroom setting before tutoring sessions begin. In this way, the tutor can become acquainted with the teacher's methods, the materials that are readily available to the child in his classroom, actual classroom instruction, and how the child acts in his classroom setting. The tutor might be provided a structured observation form (see p. 113) to guide this visit. Inform the tutor that not all the items on the structured observation form may be applicable on the specific day he observes.

10. After the tutor has visited the classroom, talk with him about the child or children with whom he will be working. Since the first session will be important from the standpoint of the tutor and the child getting acquainted and getting to like each other, stress ways the tutor can

establish rapport with the child. The best way, of course, is to let the child talk—the tutor could ask questions such as those on the interest inventory (Part B, Unit III, p. 32) and listen to the child's responses. However, if the child has trouble communicating, the tutor may find it difficult to keep the child talking for the entire session. He may need to have a game in mind to fall back on when conversation grows weak. This first meeting between tutor and child should establish a jumping-off place for future sessions.

Form B
Daily Lesson Plan

Student _____

Tutor _____ Date _____

Objective:

Materials:

Procedure:

Introduction:

Practice Activity:

Reinforcement:

Evaluation:

Daily Tutoring Record
Form C

Child's name _____

Tutor's name _____ Date _____

Materials used:

Notes made during tutoring session:

Child's reactions:

Tutor's reactions and comments:

Review of Section 3

The following exercise is designed to be used as a basis for discussion between the teachers and the teacher-trainer. It includes some *do's* and *don'ts* for teachers working with tutors. Please check each statement. Check whether it is something the teacher should *do* or something the teacher should *not do*.

DO DON'T

1. Get acquainted with your tutors.
2. Question the tutor about his training to see how much he remembers.
3. Be sure the tutor is very knowledgeable about reading practices and spends little time on ways to establish rapport with the child.
4. Have the tutor ignore the school calendar when planning a field trip.
5. Let the tutor take the child to the public library without his parents' permission slip; his parents won't care.
6. Ask the school nurse to arrange for health checks for the tutors, according to school policy.
7. When a tutor becomes ill and has to quit the tutoring program, tell the child only that the tutor quit.
8. When a child is ill for several days, don't bother to call the tutor; he needs to come to school anyway.
9. Show the tutor where he can find materials for the tutoring program.
10. Encourage the tutor to leave you alone and not to bother you with questions.
11. Suggest some times when you can be reached by the tutor for conferences.
12. Emphasize the worthlessness of keeping records by ignoring them.
13. Talk to the tutor about Johnny while Johnny is present so Johnny will know what his problems are.

Section 4: Ongoing Work With the Tutor

At the end of this section, the teacher should be willing to:

1. Assist the tutor, with assistance whenever necessary.
2. Help the tutor diagnose the child's reading levels.
3. Review with the tutor the parts of the tutor-training program which apply to the tutor's work with the child.
4. Help the tutor evaluate his own performance with the child in the tutoring session.
5. Help the tutor evaluate the child's progress at the end of a semester or at the end of the tutoring program.

1. Help the tutor get started. Suggest activities for the first session, or two, that will help put both the tutor and child at ease. Be available to give the tutor further assistance with lesson plans as the program progresses. Try to arrange monthly or bimonthly conferences with tutors.

2. Help the tutor diagnose the child's reading levels. Future lesson plans will depend somewhat upon discovering the child's independent reading level and his instructional reading level as well as discovering some of his specific weaknesses. After the tutor has used an informal reading inventory (see Part B, Unit V, pp. 43-45) and has made notations concerning the types of errors the child has made, look over his notes with him and see what some of the child's reading problems are. Then help the tutor plan lessons for developing specific reading skills. For example, the child may have missed several beginning consonant blends. Help the tutor plan some lessons involving practice with blends.

3. After tutors have met with the children six or eight times, meet with them and review some of the things that were included in their training. Now that they have met with the children, the tutors have a better understanding of which areas of their training will apply to them. They can review what they have learned during their training period and apply it to their particular student. The teacher should make every effort to show the tutor the relationship between what he learned during his training and how it applies to the children he is tutoring.

Structured Observation Form

Tutor's Name _____ Date _____

Time of Observation _____ Room No. _____

Names of child or children observed _____

What activities were occurring when you observed?

How did the student participate in these activities?

What kind of reading habits did this child exhibit?

What seemed to be the child's relationships with other children in the classroom?

What kinds of work habits did this child exhibit?

How did he make use of his free time?

What did you notice about this child's oral language ability?

Did the child volunteer any information during class discussion? If so, how did his information relate to the discussion?

Just as the tutor encourages the child to talk by asking questions, so also should the teacher ask the tutor leading questions now.

4. Help the tutor evaluate his own performance after the first few sessions. As part of his training, he received a self-evaluation checklist. You may want to use that checklist to help him evaluate the first few meetings he had with the student. In addition, the tutor can review the success of his lesson by answering the following questions:

a. Did I plan well for the lesson?
b. Did I introduce the lesson so the child understood the ideas I wanted him to understand?
c. Was I enthusiastic?
d. Did I explain enough so the child could do the practice activity?
e. Did I have all the materials I needed to teach the lesson?
f. Did I tell the child when he was correct?
g. Did I encourage him when he was having difficulty?
h. If the lesson went well, can I suggest some reasons why it did go well?
i. If the child didn't perform well, do I know why?

5. Help the tutor evaluate the child's performance at the end of the tutoring period. A sample form of a tutors final evaluation report form is shown on page 114.

Tutor's Final Evaluation Report

Student's Name _____ Grade _____

Tutor's Name _____ Date _____

How many sessions did you actually meet with the student?

How has the student responded to the tutoring sessions and to you as a personal friend?

Have you noticed a change of attitude on the part of the student toward the tutoring sessions or toward reading?

What skills have you been working on with this student?

What materials have you used with this student?

What are your impressions of the problems facing your student?

What do you see as the strengths of this student?

Have you had any special problems with this student?

What change, if any, have you noticed in the student's reading ability or in the student's ability to use specific skills?

What recommendations would you make concerning future work with this student?

Two other general supplies which can be used to save some consumable items include sheets of clear acetate, heavy transparent paper which can be used over a page in a crossword puzzle book or in a workbook, and a grease pencil. The student can use the grease pencil on the acetate to work the crossword puzzle, and the pencil marks may be rubbed off the paper with a tissue or even with the hand. These materials must be available in the classroom if that is where the tutor will work, or in a central location where tutors will be able to get to them when the materials are needed.

Books and games are only some of the materials that can be used in a tutoring program. However, all these things cost money which may or may not be available. Therefore, some activities will be suggested that could be used by the tutor or by the classroom teacher. These activities will aid instruction, but they will not depend upon a cash outlay for materials. Many more such activities could be created by the teacher or the tutor and put to equally good use.

Comic strips could be cut from newspapers and used for a variety of activities. Select those comic strips which complete their story for that

Working with volunteer tutors is not an easy task. it will require some extra time and work on the part of the teacher, but hopefully the end result will justify the means. The effectiveness of the volunteers, will depend largely upon the skill with which the classroom teacher will be able to guide them.

Review of Section 4

Some questions for discussion:

1. In what areas might the tutor need extra help from the teacher?
2. Why is it a good idea to review the tutor's training after the tutor has been tutoring for a while?
3. What will the tutor learn from evaluating his own performance?
4. What kinds of questions need to be asked to evaluate the student's progress or performance at the end of the tutoring program?

Section 5: Evaluating the Tutor's Performance

The major objective of this section is to provide the teacher with guidelines to follow in evaluating the performance of the tutor.

There are several aspects involved in evaluating the tutor's performance. These include evaluating the tutor's ability to establish rapport with the child, evaluating the tutor's ability to diagnose the child's areas of weakness, evaluating the tutor's ability to plan sessions to achieve certain goals, and evaluating the child's progress or change in attitude since tutoring began. Many factors enter into an evaluation of the tutor's performance. Perhaps again the teacher needs some guidelines in evaluating the tutor's performance.

A sample of the tutor's evaluation form, which should be filled out by the teacher or supervisor, is shown on page 116.

Review of Section 5

For discussion

What kinds of questions need to be answered when evaluating the performance of the tutors?

Section 6: Locating Instructional Materials

At the end of this unit the teacher should:

1. Be familiar with some of the high-interest, low-level book series that are available for developing reading skills.
2. Know what kinds of basic supplies the tutors will need.
3. Be aware of several materials that are available for specific skill development.
4. Have some idea of how games and homemade materials could be used in a reading program.
5. Know where to turn for donations of funds with which to purchase materials or for donations of the materials themselves.
6. Be able to explain the purposes of some of the materials, what skills can be taught with the materials, and some precautions to take in using some of the materials.

Many of the children who are recommended for a volunteer tutoring program are children who have not succeeded in learning to read the standardized textbooks that are available in the classroom. Thus, other instructional materials may be necessary for such a program to succeed. Where are these other materials going to come from and what are they?

First of all, many types of materials can be used that are readily available in the school. These include the library books that are available for children to use, paper and pencils that are available for children to write their own stories (or to dictate them to the tutor), and paper and paints, with which children in the classroom could make homemade materials.

Basic general supplies, consumable items, and working tools needed for an ongoing tutoring program include:

Chalk and chalkboards
Construction paper (9 x 12 and 12 x 18 in assorted colors)
Crayons, colored pencils, dry markers
Erasers
Manila drawing paper (9 x 12)
Manuscript writing paper
Masking tape
Marking pens
Paste
Pencils
Scissors
Tagboard (12 x 18)
Stapler and staples
Transparent tape

Tutor's Evaluation Form

Name of Tutor _____

Name of Teacher _____ Date _____

Please rate the performance of the tutor in the following areas as Excellent, Good, Needs Improvement, or Poor.

The tutor has been able to work with the teacher.

The tutor has been regular in attendance.

The tutor has been able to establish rapport with the assigned student(s).

The tutor provided an appropriate model for the student in his behavior, speech, and dress.

The tutor was able to carry out instructions well.

The tutor was able to keep good daily records.

The tutor was able to work without much direction from the teacher.

The tutor at all times maintained a professional relationship with the student, teacher, and the school staff.

The tutor was able to bring about a change in the child's attitude and/or reading ability.

The tutor was able to apply his own initiative in making plans for the student.

The tutor was able to change or adapt the lesson plans to the needs of the student when adaptations seemed necessary.

The tutor seemed to enjoy working in the tutoring situation.

day (*Blondie, Nancy, Peanuts*, etc.), not those which have continued stories. The student could read a comic strip (most have very few words), the tutor could cut the strip into sections, and then ask the student to put the sections in order.

Hum *television commercials* and ask the child to guess the words. Words to a favorite television commercial could be written down and read by the student later, as a type of language-experience approach.

Popular songs could be used in the same way. Words to the student's favorite song could be written for him to read—another language-experience approach.

Picture cards could be made by the tutor or student. One card could have a picture and a word on it, and the child could match this card with another card that has only the word printed on it. The more sophisticated child could match a word card with a picture card (no word under the picture).

Scrapbooks could be made from a number of things and for a number of reasons. One child could cut articles from newspapers or magazines about a particular topic that interests him. He might read these articles, or the tutor could read them to him if the words are too difficult. However, the child might learn some of the key words which have the most meaning for him.

Maps could be made by the student. He could make a map of the area he knows best; for instance, the area between his home and the school. The important things in his neighborhood should be put on the map. If the tutor and the child go on some kind of a field trip, the child could map out the trip.

Hip dictionaries are also quite popular with children. If the child uses a lot of "hip" talk or a special language, let him make a "hip" dictionary. Every time he uses one of his rich colorful words, put it on a card, ask him what it means, look in the dictionary for words which might mean the same thing, and record the English definition for his word as well as some of its synonyms. Children love to use new words that no one else will be able to understand.

Word games may also be played with the child, and he will learn new words without much effort. One type of word game includes choosing categories such as flowers, or four-legged animals, or baseball players. Each person names as many words as he can for the category. This game can be played orally, or the words could be written down.

Another game might be one in which the first person gives a word such as *kangaroo* and the next player must think of a word that begins with the last letter in that word. He might think of *okay*. Some help may have to be given to young children who don't know what the last letter of your word is, but children love to try to stump adults with words that end in *x*.

"I'm thinking of a word that begins with the same sound as the word *bell*." In this game additional clues are given until the player gets the answer. "It is something we use in school." When the child guesses *book*, then he thinks of a word.

Tutors and teachers can think of other games which help to develop various skills. Children often know some games of these types too. Thus, not all instructional materials need to cost money. But what about the ones that do cost money?

Where can the school get additional instructional materials?

1. One of the best ways to discover what kinds of materials appeal to the children would be to borrow some materials on a trial basis. If a particular book, game, or series of books has great interest, it may be worth purchasing. Materials might be borrowed from the public library, from school administration curriculum libraries, from university reading center libraries, and from private homes. Visits to some of these places would be rewarding just because teachers or tutors might see what kinds of materials are available.
2. Community sources might be investigated for donations of materials. Local service organizations, the school PTA, civic organizations, social organizations, and local government agencies could be approached for donations of funds or specific materials.

Locating instructional materials for a successful tutoring program may take some time, but the results will be worth it. Don't overlook any possibilities. Once these materials have been found, consider the possibilities of explaining to a tutor how she can use them. What are the pur-

poses of the materials? What skills can be taught by using these materials? What are some precautions a tutor should take when using these materials?

Review of Section 6

Respond to these questions with *Yes* or *No*. Then explain why you responded as you did.

1. Tutors need some basic general supplies such as pencils, crayons, paper, etc.
2. Boys would probably not enjoy reading *The Checkered Flag Series*.
3. Most children would prefer using their readers for oral reading in the tutoring session.
4. Games for developing reading skills are usually too expensive for the school to purchase.
5. Comic strips have no place in the classroom.
6. Television commercials can be used for reading material.
7. Homemade materials are usually so poorly done that they cannot be used for any really constructive purpose.
8. If the school cannot afford to purchase materials for a tutoring program, the whole program might as well be forgotten.
9. Borrowing materials is a good way to find out whether some are worth purchasing.
10. Some materials can be overused.
11. Anybody can use the materials listed in this section, but some extra knowledge about how to use them best may be required.

Section 7: Providing Space

At the end of this brief section, the teacher will have some idea of how he might partition off sections of the classroom for tutors and students to use, and where he might look for other space in the school which could be used for a tutoring program.

If the tutor or a group of tutors will work in the classroom, the teacher will need to manage their spatial needs. Perhaps it would be possible to use movable bookcases to partition off a small portion of the room for tutoring. The bookcase could be used to store the tutors' materials, and the floor space could be used as a classroom by moving the bookcase or bookcases or by leaving the area for other students to use during the day for individual study or small group work.

Occasionally a tutor may need more privacy than is possible in the classroom. Hallways have been used before, but the tutor and student must not be seen by everyone who passes through the hallways.

Conference rooms may be available in the school, and these could be used occasionally by the tutors. However, most conference rooms are used frequently by the school staff, and some form of sign-up may have to be instigated if there is no such policy. The school library, cafeteria, auditorium, and an unused classroom should also be considered in planning space for tutors and their students.

Review of Section 7

Questions for discussion

1. How might you provide space in your classroom for one or more tutors to work? Do not limit your answers to the suggestions in the text.
2. What rooms or parts of rooms in your school might be considered for housing tutors and their students? Again, think about your particular school. You may think of an area that no one else has thought of using.

Conclusion

Tutoring programs are still new, and not all the problems have been solved. Each school that has a tutoring program must adapt the program to its own basic needs and purposes. With real cooperation between all persons involved in a tutoring program and with positive attitudes and goals, our children will benefit greatly.

U. S. GOVERNMENT PRINTING OFFICE : 1975

RIGHT-TO-READ HANDBOOKS *

FOR

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